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Brief descriptions of NDEA Title III supervisory programs in modern languages are arranged by state. Described under the state headings is the work of each supervisor or consultant at individual conferences in presenting foreign language methods, materials, equipment, and inservice training to language teachers. Additional state needs and special problems are also noted. The merits of an audiolingual approach is the subject of many of the conferences while demonstrations on the proper use of the language laboratory and outlines of the state curriculum guides are featured in others. Survey data are included and trends are identified. (DS)

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NATIONAL DEFENSE EDUCATION ACT TITLE III

Instructional Resources

Equipment, Materials, and State Services

FOR SCIENCE, MATHEMATICS, and MODERN FOREIGN LANGUAGES in Elementary and Secondary Schools

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MODERN FOREIGN LANGUAGES

Summaries of State Supervisory and Related Services, Title III

1962 Narrative Reports

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U.S. DEPARTMENT OF
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ALABAMA

The Consultant for Modern Foreign Languages conducted 16 workshops during the year and participated in 43 additional workshops and conferences. In length they ranged from one day to one week; they were designed for FLES teachers and/or elementary school personnel, for secondary school teachers and/or personnel, for college level teachers and/or personnel, or for a combination of levels. Major subjects covered included teaching methods and techniques, curriculum planning, use of the language laboratory, expansion of the modern foreign language program, sequence and continuity of study, program evaluation, materials, language laboratory installation, and FLES TV study. More than 300 persons participated in the sessions conducted by the Consultant. In the course of the 43 workshops and conferences, she made 18 visits with superintendents, 48 with principals, 91 with teachers, 8 with guidance counselors, 2 with librarians, 7 with coordinators of curriculum, and 7 with college administrative personnel. She spoke to school, professional, and PTA groups, and served as a resource person for the individual participants of the 1961 NDEA Institute at the University of Alabama. In her schedule were also liaison visits--12 with college departments, 66 with school administrators, 7 with county and city general supervisors, 2 with NDEA Institutes, and 5 with college departments for helping plan their foreign language programs.

The Consultant actively participated in the planning of acquisition projects, approved them, and followed up through studies and visitations. During the year she visited 88 classrooms and 14 language laboratories in the State for observation or demonstration purposes, or both. Twelve of the demonstrations she gave on the effective use of materials and methods were at the elementary school level, and 12 at the secondary; she arranged for 20 others of the same type. She gave 7 demonstrations on the use of equipment at the elementary school level, and 6 at the secondary, and arranged for 19 others. Several high school teachers were used as demonstration teachers at conferences and workshops, and some superintendents who had selected language laboratories for their own school systems served in an advisory capacity to those planning laboratories.

The Consultant made statistical studies on modern foreign language enrollments in Alabama, collected additional data on FLES, did a partial study of the impact of NDEA Institutes on the improvement of instruction in the State, developed an addition to the master list of equipment and materials, and listings of audio-lingual materials, produced guidelines for workshops and conferences, and assisted in the development of a first- and a second-level teachers' guide for TV French and Spanish FLES programs. She also prepared and distributed a state modern foreign language newsletter, and wrote an article which appeared in the Alabama School Journal.

Four city and 3 county school systems made specific studies of student achievement in modern foreign languages.

Measured through evaluation, high school and beginning college students showed improvement in their ability to understand and speak, in their more advanced degree of achievement in reading and directed composition, and in their greater interest in the study of the culture of the people speaking the language of their study. Measured by informal evaluation, elementary school pupil achievement also showed improvement. Enrollments increased at all levels of instruction, and sequences of study were lengthened. Last year there were 32 classes of third-year modern foreign language on the senior high school level, and 22 classes of beginning language in grade 7 of junior high school to be continued in senior high school. Several junior high schools begin a foreign language in grade 9 for continuation in senior high school. Second-level FLES was offered in 37 classes, with at least 10 "graduating" FLES classes to continue the language in grade 7 in 1962-63. Continuity from one level to another has occurred in existing programs. In particular, audio-lingual experiences have been continued in sequence, and provision has been made for levels of study within individual programs. Some 56 FLES classes were new in 1961-62, and new courses in modern foreign languages began in several small high schools in the State. A new beginning TV Spanish FLES program was started.

Ten teachers conducted study tours for high school students in foreign countries or areas of the United States where the language studied is spoken, and two high school students were granted scholarships for study of their foreign language. Teacher preparation was reviewed in several colleges, with interest shown in language proficiency and in ability to teach certain age groups as well as in the number of credit hours earned. That community support was very strong, can be proved by the fact that all matching funds had to be supplied locally because of lack of State funds for that purpose. Although there are still no city or county foreign language supervisors, local leadership has been and is being developed.

In secondary schools there were 17 complete language laboratories, and 6 partial, or 4.1 percent of the total, all purchased through Title III assistance. Of these 18 were adequate.

Consultants have been unable to fill all the requests made for their services. When the program in modern foreign languages is further expanded, the services of at least one additional Title III staff member in that field will be needed. In the acquisition field, the program has been slowed down by lack of matching funds. More inservice training of FLES teachers for their classroom work is badly needed, and resources are also needed for study of materials.

ALASKA

One person provides supervisory services in the three Title III fields in Alaska, in addition to administering the Act. No activities in modern foreign languages were reported during the past year.

ARIZONA

Not participating in Title III.

ARKANSAS

The Supervisor of Modern Foreign Languages covered from 6 to 13 counties with area workshops lasting from 2 1/2 - 3 1/2 hours. These were held in schools where good programs are administered by competent teachers, Institute trained in most cases, with an attendance range of 25 - 60 elementary school language teachers, secondary school language teachers, or a combination of both. In every case demonstration classes were held, teaching materials exhibited and discussed with methods for their use and language laboratory procedures whenever secondary teachers were involved. Over 100 elementary school teachers attended a one-day state-wide workshop, and there were 75 secondary school teachers at another similar workshop. Specific techniques, such as pattern drills, reading and writing, and testing, were demonstrated.

The Supervisor also taught in a 3-week workshop for FLES Spanish teachers at Little Rock University, and helped plan and then visited a 3-week language laboratory workshop at Ouachita College. The public school system paid for the training of the 14 participants in a 3-week intensive course at Southern State College for FLES teachers at Magnolia, which she encouraged. She also spoke at the spring meeting of the Oklahoma State organization.

On invitation the Supervisor helps plan projects. When the application submitted is a poor one, she goes to counsel with the school and helps prepare a better one. She reviews all project applications and makes suggestions to effect a better program of instruction. The number of foreign language project applications rose from 108 to 125 in 1961-62, over the preceding year. After new laboratory installations are made and the teachers have become familiar with them, she tries to plan workshops to see the new equipment in use and to make suggestions concerning it.

An experiment in FLES was performed in one school in the lowest level 5th grade. As a result all the elementary children in grades 3 - 6 in that system will study Spanish next year since the principal and teacher were convinced that children of limited ability can profit from language study. In another experiment, 36 elementary school teachers in Jonesboro were taught weekly by a FLES teacher and then taught their own homeroom groups.

The Supervisor made wide distribution of materials prepared in her office and of some others also.

Enrollments in 85 FLES programs in 1961-62 increased approximately 1,000 to 9,063 over the previous year, with 210 teachers involved; during the same time secondary school enrollments increased by 3,025 students. Sequences of study are being lengthened, and administrators and teachers are trying to provide continuity of language study; some new programs are also being added.

Many more students participated in national contests and made higher scores than in other years. More teachers are going to school and more in-service training is being offered in local schools. A carefully planned, functional State organization of foreign language teachers is emerging and will be completed in November.

Title III is largely responsible for the existence of the foreign language laboratories in the State. As of July 1, 1962 there were 30 complete, permanent lab installations, all adequate for pupil needs. The Supervisor estimates that less than one percent of Arkansas schools have language laboratories, but practically all secondary schools with language programs have tape recorders and record players; several have mobile lab units equipped with earphones. The trend in project applications is toward more language labs and electronic equipment. At the elementary school level, teachers are using record players and tape recorders effectively.

The most crucial problems remain teacher supply and teacher training.

CALIFORNIA

Regular consultants in the Bureaus of Elementary, Secondary, and Junior College Education were assigned to work part time on Title III projects and programs in the three fields; four full-time consultants, one each in the Bureaus of Secondary and Audio-Visual Education and two in the Bureau of Elementary Education were assigned to work with local school districts to implement Title III programs; State Department of Education personnel, including staff of the Bureaus of the Division of Instruction and panels of special consultants worked with local school districts to improve the quality of instruction in the three fields.

Three one-week conferences were held for 90 persons interested in FLES. Presentations, demonstration classes, and examination of new materials were included, and consultants worked with members of groups to help develop solutions to their special problems. Consultants met with committees of 32 districts and counties, conducted workshops for teachers, worked on problems of continuity of study, and assisted with preparation of instructional materials. At the secondary level there were 60 workshops and conferences which covered all aspects of instruction in modern foreign languages and all levels of learning. The attendance range at the sessions was from 20 to 650 participants. The Bureau of NDEA provided specialist consultants to assist in the planning and in many cases to conduct the 13 regional workshops of one to three day duration sponsored by host colleges for the junior college foreign language teachers in their immediate areas. Subjects covered were the use of audio-lingual methods in instruction, the use of language laboratories, and preparation and evaluation of tapes and instructional materials. Approximately 400 junior college teachers and administrators attended and participated.

Three curriculum specialists in foreign languages reviewed all applications for FLES projects under Title III; acquisition projects at the secondary level were read by the Foreign Language Consultant and discussed with a consultant from the Bureau of NDEA. Information was gathered through school visits and interviews to prepare a report on the use of language laboratories in secondary schools. At the junior college level, most of the 15 project applications were for language laboratories of the Level III type.

An advisory committee assisted in preparation of a statement for the implementation of legislation making instruction in a foreign language mandatory in grades 6, 7, and 8 of California elementary schools by 1965. A special committee of 10 instructors of French met during the summer and fall of 1961 to write a guide for the teaching of French in secondary schools to be distributed in fall 1962. The Chinese Foreign Language Committee met during the spring and summer of 1962 to prepare working papers and an outline for the sequence in Chinese from grades 7-12 and will continue to meet in 1962-63 to prepare a teaching guide. Representatives of all teacher education institutions in California met for 2 days with California State Department of Education and 4 out-of-state consultants to discuss preservice and inservice education of foreign language teachers.

The Systems Development Corporation has applied to the Ford Foundation for funds to develop motion pictures to be used during the first stages of instruction in FLES to build passive vocabulary and to provide a background of information on which later learning can be based. Plans were made in one school (Tenaya School in Merced) to establish a pilot program geared to pupils in elementary schools who are already fluent speakers of Spanish with a classroom focus on attainment of a high level of mastery of both Spanish and English. Plans for articulation of this program with the high school program are in progress. The pilot program in Tulare County schools, begun in fall 1960, to integrate the teaching of biology and Spanish at grade 9 and social studies and Spanish at grade 10 continues.

A summary of conferences held in February 1961 in Palo Alto and Pasadena was published under the title *Reports of Regional Conferences on Improving Modern Foreign Languages in Elementary Schools*, and the November 1961 issue of *California Journal of Elementary Education* was devoted to articles on teaching languages in elementary school. A bibliography of materials and an analysis of problems of maintenance and operation of language laboratories in California high schools appeared in issues of *California Schools*. A guide for secondary school Spanish, grades 7-12, and addresses of various consultants at language conferences in California during the year were distributed. A junior college foreign language newsletter *NDEA News Notes* was prepared and distributed. A state-wide evaluation of the effect of Title III as reported by California school districts was completed.

An increase of 46,624 FLES pupils in 1961-62 was registered over the previous year for a total of 187,294. Many school districts have lengthened the sequence of elementary school language study and have improved the articulation between elementary and secondary school programs. Enrollments in grades 9-12 increased 204.28 percent from 1951-61 while the total school population in those grades increased only 117.68 percent. The percentage of the total population in grades 9-12 enrolled in foreign languages in 1961-62 was 40.03, against 28.68 in 1951 and 31.57 in 1956. At the same time many high schools are adding third and fourth years of study in the same language, and more junior high schools have language offerings, with a trend toward more than one language in grade 9.

Of approximately 1000 secondary schools in the State, about 625 are equipped with language laboratory facilities of varying degrees of adequacy.

Primary needs for FLES programs in California are qualified teachers and consultants, effective inservice education of teachers and procedures for evaluation of existing programs, and better articulation between FLES and secondary school programs to make sequences of 7-10 years of study. At the secondary level, additional funds are needed to meet requests for State consultant services under Title III. Another full-time curriculum consultant will be added to the Bureau of Elementary Education and a foreign language consultant to the staff of the Bureau of Secondary Education in fiscal 1963 to work with Title III programs. The exclusion of junior college teachers from Title VI Institutes continues to be a problem, since arrangements for inservice training programs cannot be carried out for the present. The definition of Title III equipment prevents acquisition of certain types of production equipment which could be used effectively in a materials production center or laboratory. The amount of Federal funds requested in Title III projects in the three fields submitted by local school districts in

1961-62 exceeded the funds available by 61.07 percent. The nature of the present legislation and its uncertainty makes it difficult to develop long-range plans and to retain competent staff.

COLORADO

The Consultant for Modern Foreign Languages held 9 one-day regional conferences on foreign language methods, materials and equipment for a total of 231 secondary school teachers; in cooperation with a committee headed by the president of the Congress, she organized AAT meetings attended by 85 teachers during the fall convention of the Colorado Education Association; and also organized a State-wide meeting of the Colorado Congress of Foreign Language Teachers which was attended by 175 teachers. Outside consultants used for the conferences and meetings included foreign language personnel from schools and colleges and committees. Other sessions in which the Consultant participated included a national professional meeting, a State Department Division planning conference and a Department workshop, a regional conference for administrators, a State Library convention, and three local inservice programs. These conferences occupied the major part of her time.

The Consultant's role in projects was assisting districts in planning acquisition projects for equipment and materials, being responsible for rating them and recommending approval, and making follow-up visits to evaluate the use of equipment and materials acquired through Title III funds. In planning a project, the school district is encouraged to assess and study its program in terms of goals, methods, techniques, and teacher preparation.

In cooperation with the University of Colorado, the Consultant worked out a pilot inservice education program which is being conducted under a Title VI contract. Designed to demonstrate an audio-lingual approach to teaching foreign languages in high school, it will involve personnel and laboratory facilities of the Colorado Springs public schools. Study guides and kits of materials are to be available later for similar inservice programs. The Denver public schools, with Title VII support, is in the evaluation stage of its project on TV French and Spanish. Committees are now studying articulation problems and are preparing curriculum guides. There is a pilot Spanish program in La Junta Elementary School for developing intercultural understanding among the bilingual school population.

Some of the publications prepared during the year were Survey of Curriculum Innovations in Colorado, prepared jointly by Titles III and X; Evaluative Criteria; FL Enrollments in Colorado High Schools; an article for the CEA Journal called "New Trends in Colorado FL Programs;" and the State foreign language newsletter. Such additional materials as committee reports, guides, announcements, bibliographies for specific subjects were prepared, and pertinent articles duplicated from other sources, and publications of other agencies were distributed. Some of the publications were developed with the assistance of teachers from schools and colleges, foreign language supervisors, and other consultants.

There has been a steady increase in requests not only for State consultative services but also for loan materials of all kinds. A reorganization of administrative functions and the addition of clerical and accounting assistance have freed the Consultant from routine processing. The Survey mentioned above, with responses from 206 of 218 school districts in the State, showed a substantial number of districts introducing curriculum innovations, developing longer sequences of study, and having more programs based on an audio-lingual approach. Secondary school foreign language enrollments increased 37.2 percent in 1960 over 1959 while the school enrollments rose only 9.5 percent during the same period. Teachers participated in more conferences and inservice programs, and professional language organizations showed increased growth and activity. College personnel have planned and participated in more inservice education and are making more use of language laboratories in their undergraduate programs.

Current trends in equipment requests are for more language laboratory equipment in junior high schools, but of a simpler type than that ordered by a few senior high schools. Smaller school districts are beginning to request the installation of electronic classrooms. Sixty to eighty secondary school laboratories were added last year, making a total coverage of 18-20 percent of the high schools in the State. Of these installations, about 60 percent are adequate for instruction of all foreign language pupils in a class. More State funds are needed to pay consultants, resource people, advisory committees, and production committees, and to provide a State Curriculum and Professional Materials Center through cooperation with the State Library Service and the Divisions of Elementary and Secondary Education. Some needs for implementing and evaluating Title III programs are assistance with inservice education programs, improvement in the standards for teacher preparation and certification, more training for FLES teachers, and an increase in the number of experimental programs based on valid research (related to the language problems of bilingual and migrant children, for example). One of the greatest problems is that of the number of bilingual teachers in the State whose speech is mixed with anglicisms and archaic forms.

CONNECTICUT

The Foreign Language Consultant helped plan and participated in a one-day meeting for school administrators and foreign language teachers which about 400 persons attended. At the Fourteenth Annual Connecticut Conference on Education he presented a set of possible standards for foreign language programs to an audience of 218. At the 5 workshops he organized and conducted, each consisting of 5 two-hour sessions, he demonstrated materials and methods and led discussions for about 150 teachers. The Consultant also served as moderator of a TV panel of high school students who discussed the learning of foreign language for communication. At the Northeast Conference he was on the panel on TV teaching, and was a member of the panel on FLES at the Conference of the New England Association of School Superintendents.

He was Associate Director of the 1961 NDEA Summer Institute at Central Connecticut College, and is the chairman of the Italian Writing Committee which is preparing the MLA pupil proficiency tests.

The Consultant met with the advisory committee of foreign language teachers and supervisors which had four full committee meetings and additional subcommittee meetings during the year.

He reviewed all project applications and visited school systems at their request to give assistance in developing acquisition projects. Under present conditions, he feels, it is not possible to undertake follow-up evaluation to any effective degree.

Three regular and one supplemental issue of a newsletter FL News Exchange was edited in his office and distributed to a mailing list of about 1500 persons, and a Suggested Checklist for Evaluating the Organizational Setup of a FLES Program was prepared.

Some of the trends noted during the year were the continued introduction of modern foreign language programs in junior high schools; the lengthening of sequences of study in senior high schools; the revision of courses of study in many schools to give greater emphasis to audio-lingual skills; the increased amount of local funds allocated for foreign language teachers, equipment and materials; and the upgrading of State foreign language teacher certification.

Incomplete records show that about 30 percent of the public secondary schools in Connecticut are equipped with language laboratory facilities. Of this number about 10 percent are presently adequate for all the pupils enrolled.

Principal needs for implementation and evaluation of Title III programs in the State are funds for the development and coordination of inservice programs with acquisition programs and more demonstrations and workshops in the use of new materials and teaching techniques. Additional staff time and money are needed to give a more adequate program of supervisory and related services in Connecticut.

DELAWARE

The State Supervisor of Modern Foreign Language participated in a number of series of conferences on articulation and foreign language guidelines in the Newark District; on development of a reading course and consequent choice of texts at Brandywine High School and Alfred I. District; on foreign language study in Smyrna and Milton School Districts; on working out the FLES program in 4 schools in Dover to minimize teacher turnover; on the organization of a FLES program sponsored by a parent group in Mt. Pleasant District, with classroom visits and a talk to the PTA; and organized a number of demonstrations for various meetings and conferences held by other groups. She made a total of 15 addresses during the year to PTA groups, at County Education Association meetings, at State Staff Meetings, at District Conferences, and at a language institute held at Villanova University.

She worked with a 12-member committee on _Guidelines for Laboratory Selection_, and met several times with the State Advisory Committee. In cooperation with the State Certification Department the Supervisor gave the MLA battery of teacher proficiency examinations to foreign language teacher candidates who could, for various reasons, not fulfill the usual certification requirements.

The Supervisor reviewed and approved all project applications, and gave demonstrations when she made 123 school visits in connection with them. Two issues of the State foreign language newsletter were produced during the year, and an outline for a reading program in French. Various guides, bibliographies, notices, and such were also sent as required.

Since all Delaware schools participating in Title III foreign language projects are required to show lengthened sequences of study, they now all surpass the two-year study program. Many schools are introducing German programs this fall and three high schools are expected to add Russian.

Of the 57 secondary schools in Delaware offering foreign languages, 17 or 29.09 percent have language laboratories. Three of these are not adequate. More secretarial help is needed by the Supervisor in order to conduct surveys or studies throughout the State on various facets of the language programs.

FLORIDA

The Foreign Language Supervisor concentrated his efforts during the past year on articulation in the K-12 sequence of study. a 3-day county workshop was conducted for more than 200 teachers, administrators, and supervisors, and two-day county workshops, one for elementary and secondary levels, and the other for elementary alone. He made two 4-day and one 2-day county visitations to work with foreign language personnel, evaluated the language program in one county by request, and was instrumental in initiating FLES in another county. He also made liaison visits with college departments, and school administrators, and attended several city and county language institutes.

The Supervisor participated in the planning, approval, and evaluation of all foreign language acquisition projects. Some of the visits he made to 34 counties were in connection with Title III projects.

A 12-member committee was organized and began work on writing a State guide for teaching modern foreign languages. A county foreign language supervisor has selected the relation of inservice training and results in foreign language teaching as a topic for her doctoral dissertation. The Supervisor has made a request of the Director of Certification that requirements for foreign language teacher certification be improved by stipulating the courses and by requiring the taking of the MLA teacher proficiency test.

Publications distributed from the State office included issues of Language Clippings, a foreign language newsletter, and of Elementary Spanish in Florida, enrollment studies, teacher rosters, and some materials prepared by other agencies.

The Supervisor has been encouraging the counties to employ foreign language supervisors. Six have been added since the beginning of NDEA. Enrollment gains have been registered in Spanish at all levels, and in high school French. Currently more than one-half of the first-year language students enroll in the second, about three-fourths of those in the second continue in the third, and about one-fifth of those completing the third enroll in the fourth-year course in the same language. The influx of Spanish-speaking students into Miami, Tampa, and the coasts of the State have given opportunities for contacts with native speakers and for actual practice of the language. "Operation Amigo" in Miami is bringing young students from Latin America to visit with students in the United States.

Of the 555 secondary schools, 118 or 21 percent are now equipped with language laboratories, most of which are adequate.

The most immediate needs in Florida are for training elementary teachers to handle FLES programs. There are no such training programs now in any college, university, or junior college of the State. Statewide conferences on current trends in modern foreign language teaching are also needed, the most urgent being one on junior high school and elementary school levels. The Supervisor would like the help of an additional clerical staff member, and more money for demonstration equipment.

GEORGIA

The two Consultants and the Coordinator in Modern Foreign Languages made special efforts during the past year to develop FLES programs through conferences with school administrators, lecture-demonstrations before elementary school groups, and workshops and inservice training courses consisting of from 10 to 30 hours of scheduled work for teachers.

More than 26 major workshops involving 1162 teachers and school administrators were held, and the Foreign Language Staff also participated in 128 conferences devoted totally or mainly to foreign languages. They visited 321 elementary and secondary schools for observation and to make suggestions for improving existing programs or planning new ones.

The Consultants made efforts to familiarize themselves with the more important new foreign language teaching materials, of which a number were purchased by the State Department of Education for the use of Staff in demonstrations and for examination by visitors to the Department. A total of 176 demonstrations involving the use of newer foreign language teaching techniques were given before teacher groups and PTA's.

The Staff participated in planning and follow-up evaluations of acquisition projects, on invitation, and visited approximately 200 schools for planning or evaluating such projects. The number of projects approved in 1961-62 was 1472 (820 FLES, 484 secondary school, and 168 combined) in contrast to 1133 in 1960-61.

Three issues of *The Arch*, the State foreign language newsletter, were developed and distributed jointly with the University of Georgia. *Learning Together*, a study of FLES programs in Georgia, and the teachers' guide for *¿Que tal, amigos?* were completed and distributed, along with a number of publications from other agencies.

Gains were registered in increased modern foreign language enrollments at the high school level, from 20,938 in 1958-59 to 38,269 in 1961-62. Second-year enrollments rose during the same period from 5,695 to 12,052, third-year from 139 to 1,141, and fourth-year from 0 to 298. Wide sampling of classroom work over the same period indicated that the quality of instruction was notably improved also. In 1958-59 about 5,000 elementary school children were studying foreign languages; the number grew to approximately 65,000 in 1961-62. More and more school systems are adopting a long-range foreign language program that reaches from grade 3 or 4 through senior high school. School administrators, for the most part, now look with favor on foreign language study and will support this part of the curriculum with their prestige as well as financially.

As of June 30, 1962, there were approximately 75 language laboratories in public high schools and an estimated additional 125 partial laboratory installations. About 38 percent of Georgia's public high schools thus have electronic equipment available for language study. About 14 percent of the schools are adequately equipped.

More funds are required at local system levels for matching purposes and more money at the State level for acquisition of publications and sample materials for distribution to teachers and school administrators and for use in demonstrations and inservice training programs. More State staff is needed to meet service requests of local school systems and more facilities for making surveys of programs, for compiling teacher rosters, and for restudying foreign language teacher certification problems. Staff time is required to develop adequate relationships with colleges in order to stimulate training of more modern foreign language teachers and to improve the training of many of those now working in the State. Although college foreign language enrollments have increased greatly, not enough college language departments are cooperating with their own teacher training departments in meeting the need for more and better trained elementary and secondary school language teachers. Four or five more years will be needed to complete the FLES program in Georgia through direct work with elementary school administrators and teachers.

HAWAII

The Program Specialist for Foreign Languages held work seminars on teaching approach, and classroom methods and techniques. He worked closely with personnel in the University of Hawaii Asian Languages Department as well as the other Language Departments. With the University and the Department of Education Teacher Certification Committee, he suggested improvements in teacher preparation and certification requirements.

He made continual visitations to all teachers involved in pilot projects and participated in the planning, approval, and follow-up of all modern foreign language acquisition projects. Foreign language enrollments at all levels increased from 3,000 in 1959 to 14,000 last year. Most schools are offering third-year courses. In nearly every case, FLES students have the opportunity of continuing their study of the same language in intermediate school; and those beginning in intermediate school may study the same language in high school. An extensive program was developed in the elementary schools for instruction in Chinese (Mandarin), Japanese, and Hindi. In the intermediate schools, Asian languages were introduced and more courses in Western languages were added.

The current trend in equipment projects at the secondary level is for electronic classrooms; at the elementary school level, a tape recorder and a record player is found in nearly every classroom where foreign language is offered. At least 95 percent of secondary schools in Hawaii now have language laboratory equipment, which is adequate in virtually all cases.

A problem continues in the acquisitions program because of delays in delivery of materials ordered from the mainland. Communications are slow and difficult. At the State level, a program assistant is needed, with a field assistant in each of the neighboring islands, as well as three on Oahu.

A language coordinator is also required to extend and maintain the quality of the FLES program.

IDAHO

The State Supervisor of Modern Foreign Languages placed emphasis during the year on acquainting teachers with the merits of an audio-lingual language approach.

She held no teacher workshops during the year, but attended the sectional meetings of the three fall teachers' conferences to discuss summer study programs and teacher exchange programs with them; participated in the Pacific Northwest Conference of Foreign Language Teachers as chairman of the working group on New Ideas on Certification of Foreign Language Teachers; and addressed a Delta Kappa Gamma group.

Her stress in working with district administrators and foreign language teachers in preparing Title III projects was improvement of instruction rather than acquisition of equipment as the prime motive of the project.

All schools with completed projects were visited, and all those with language laboratories, except one. A follow-up visit was also made to all those requesting information and publications on language laboratories. Visits were made to schools using audio-lingual oriented materials, and to those using texts on the State adoption list. The schools were identified through a teacher survey made earlier which included a question on texts used in the FL programs. The number of visitations made during the year totaled 48, of which 40 were to senior high schools, 6 to junior high schools, and 2 to elementary schools.

Studies of senior high school FL enrollments over the last four years and for grades 7 and 8 for the last two years were completed and teacher rosters prepared. These were distributed along with the Idaho State Department of Education publication Guidelines for the Language

Laboratory, and a list of third-year FL programs in the State, compiled from a survey the year before. Information and announcements of interest to FL teachers were also sent periodically. The Supervisor contributed to each of the four issues of the Idaho Language Teacher's Forum which appeared during the year.

Some evidences of progress in improving instruction were enrollment increases in secondary-school MFL classes, and lengthening of the sequences of study in several. One city school system is now beginning a 5- or 6-year sequence of both French and Spanish is grade 7. Most FLES programs in Idaho are Spanish and now begin at grade 6; some school districts are planning to follow up with a grade 7-12 sequence.

By fall 1962, one-third of the State's MFL teachers had been retrained, and a marked change in attitudes toward language teaching could be observed. The new State certification requirements for secondary-school MFL teachers came into effect September 1962.

The number of FL laboratories continues to increase with 11 high schools now so equipped, and with an additional 4 planned for fall 1962. Of the 11, 7 are adequate for present enrollments. In addition to complete laboratories, many of the school districts still ordering minimal electro-mechanical equipment are also considering complete audio-active and audio-active-record laboratories with from 10 to 30 student positions. All the FL laboratory equipment now in secondary schools of the State has been acquired through Title III funds.

The Supervisor felt that teachers, administrators, and the lay public in Idaho still tend to be passive to educational needs in foreign languages, but that progress is being made. Funds for supervisory and related services are insufficient to provide the consultative services needed in addition to those given by the State Supervisor. Idaho has 106 school systems, widely scattered over a large geographical area.

ILLINOIS

During the past year major emphasis was placed on inservice workshops for teachers and conferences, using outstanding foreign language teachers of the State as directors, assistant directors, or consultants. There were 12 basic language laboratory workshops of 10 weekly 3-hour meetings for 20 participants in each; one advanced laboratory workshops of 6 weekly 3-hour sessions, each for 15 participants; and 10 workshops meeting all day on 3 consecutive Saturdays on methods, techniques, materials, and equipment. Since the fall of 1959, 52 series of all 4 types of workshops have been held with a total participation of 955 persons.

Special conferences were also held. The all-day Conference on the Training of Foreign Language Teachers in Illinois was devoted to preservice and inservice training levels and involved 65 administrative officers and foreign language staff members of 42 teacher-training institutions in the State. A follow-up committee consisting of the 3 discussion leaders, with the assistance of State Consultants, met several times to formulate resolutions and recommendations to be submitted to the participants for their approval. It is expected that the committee will begin this fall to carry on the work initiated at the Conference. A 3-day workshop conference on foreign language instruction for 95 administrators and curriculum personnel was held. An evaluation of this conference will be made by a research team, based on questionnaires, and recordings and notes of the sessions. A publication containing the speeches, major points of discussion, and the questionnaire analysis is to appear in fall 1962.

The Consultants worked closely with the workshop directors and made 51 planning session and workshop visits. They also participated in county and district institutes, where they demonstrated methods, materials, and techniques. In collaboration with the local school districts they made 3 regional TV presentations. They worked with the Foreign Language Advisory Committee, which met several times and made a number of recommendations.

They helped plan NDEA Summer Institutes and visited a number of them. One of the Consultants was on the staff of the Summer 1961 NDEA Institute at the University of Wisconsin, and another was on the staff of the Summer 1962 NDEA Mundelein-Loyola Institute. During the past summer there were several meetings of a subcommittee of the Illinois FLES Committee to plan the writing of specific chapters of the projected guide.

The Consultants for Foreign Language had a total of 192 general planning and field conferences during the year; fulfilled 64 speaking engagements at institutes, meetings, and conferences; attended and participated in 64 regional, State, and national conventions, conferences, and professional meetings; and held 117 Staff conferences.

A Consultant makes a visit when the local district indicates intent to submit an acquisition project, at which time the needs of the school in relation to the local situation are discussed with administrative and teaching personnel. He frequently gave demonstrations in conjunction with his visits during the planning stages of the project. The draft of the project is then reviewed by the Consultant and further discussed with school personnel before final approval is given by the Consultant, the Chief Consultant, and the Title III Supervisor. During the reviewing process, all projects from a district are considered together on the basis of one foreign language program. In connection with letters of intent to participate from 355 school districts, the Staff had a total of 486 pre-application and application consultations.

Applications this year demonstrated that an emphasis was being placed on developing course outlines appropriate to an audio-lingual approach and that much time was spent reviewing basic materials and texts before submitting projects. Many recent projects gave greater emphasis to multisensory materials and more culturally accurate visual materials; several junior high schools and smaller high schools had projects for correlated instructional materials for portable or partial language laboratory equipment. Project evaluation is still largely subjective, but the Consultants made 39 program evaluations at the request of school districts, in contrast to 2 in 1960-61.

The Staff was able to respond to only 95 of the 115 requests from public school districts and 15 from private schools for consultative services without participation in Title III.

The Illinois Foreign Language Newsletter was published monthly and sent to a mailing list of about 5,800. The workshop and conference directors in the State received a listing of the approximately 1000 items available for loan from the Foreign Language Materials Center in Springfield, so that they might request any item for demonstration purposes, and loan items in quantities sufficient to cover enrollments by foreign language were mailed out. Several publications were developed for limited distribution, such as foreign language teacher rosters, lists of schools with FLES programs, and announcements of various kinds. A survey of FLES programs in grades K-8 was completed, and one of foreign language enrollments in public schools, grades 7-12.

Research studies in Illinois include a 3-year project, begun in 1961-62, to investigate the validity and effectiveness of closed-circuit TV instruction in Spanish to all pupils in grades 3-8 in 4 elementary schools in Rochelle. Groups of those receiving live instruction only will be contrasted with those receiving a combination of live and TV instruction. A pilot project in the use of closed-circuit TV for multi-language instruction at all grade levels in Roselle could not be completed during the year, but plans have been made for an outside agency to design the basic research and carry out the investigation in 1962-63.

The existing FLES programs have been considerably improved, and a number of them now only in the upper grades will shortly be extended to intermediate grades. All new lower- or intermediate-grade programs begun during the year were thoroughly planned. Many of the upper elementary and junior high school foreign language offerings enrolling a significant proportion of the school population in grades 6, 7, and 8 have been strengthened by increasing the time and period allotment per week. These programs mark a major breakthrough in language instruction in Illinois.

In larger high schools of 750 or more students an increased proportion elect 3 or 4 years in one foreign language rather than 2 years in each of 2. There is also more acceptance of the concept of "tracking" in foreign languages for incoming students with some previous training. An effort has been made to enroll a larger percentage of average students in foreign languages. There are additional common foreign language offerings in some schools; in others the number of foreign languages is being reduced in order to provide one or two strong three- or four-year sequences. In smaller high schools a beginning foreign language course is now being offered every year instead of in alternate years only.

As of June 1962, 135 full language laboratories and 60 partial labs had been approved in Illinois since the beginning of the Title III program. In a number of instances where the 6-3-3 grade plan is in effect and where instruction is begun in grade 7, 8, or 9, laboratory facilities are being installed in junior high schools if the senior high schools have them. There was a notable slowdown in the addition of full laboratories during the past year, but the installation of partial or modified audio-active systems increased in smaller high schools. A number of schools also added to their existing installations, such as student positions, recording facilities at student positions, or facilities for the use of visuals. Relatively little in terms of systems of equipment is being requested for lower and intermediate grades, and general trends in requests are for less costly equipment based on a modular concept. The foreign language laboratories in large high schools are frequently inadequate; in smaller schools they are mostly adequate or readily expandable.

There is an acute shortage of foreign language teachers in Illinois at all levels, and especially of adequately trained teachers. At the State level the Consultants in Foreign Language will work on a regional basis and combine their efforts for specific problems if the occasion arises. It may be possible to add one more specialist, a person whose background is essentially technical, to help resolve architectural, acoustical, electronic, and mechanical problems encountered in the schools, and to help in technical evaluation of equipment.

INDIANA

The Modern Foreign Language Supervisor planned and conducted 14 one-day and 2 two-day workshops in 14 different locations. Over 225 foreign language and English teachers and administrators attended the sessions which were devoted to such topics as a structural approach to language teaching, an audio-lingual approach, new teaching techniques, use of the language laboratory, materials, sequence, and new trends in foreign language teaching. Consultants used included FLES teachers, foreign language supervisors, school administrators, and college personnel. Demonstrations were given at the workshops, and the Supervisor also showed new teaching techniques during his appearance on a commercial TV program.

The Supervisor cooperated with the Ohio State Supervisor of Modern Foreign Languages by participating in a workshop at Youngstown. He spoke on pattern drills for high school use at the Indiana Purdue Language Laboratory Conference; participated in a 2-day Indiana FLES Conference, held in cooperation with Ball State Teachers College; and attended and participated in state and national conferences of foreign language teachers, administrators, and education associations. The Supervisor also spoke to groups at 3 different NDEA Summer Institutes.

When project applications are received, the Supervisor carefully reviews the programs of the schools submitting them. If the information supplied is insufficient or unsatisfactory, he makes visits to the schools. He approves or rejects all projects. Workshops are often arranged as one outcome of many project applications.

Studies were made of the effect of Title III on modern foreign language instruction in 5 school systems, and a card file containing specialized information on each foreign language teacher in the State is being set up.

Several secondary schools have expanded their foreign language sequences to include grades 7-12, and some systems are now offering a grade 3-12 program. Enrollments have risen sharply, with a gain of 29.3 percent registered since 1959. At the same time drop-outs have decreased, more students have speaking competency, and there has been an increase in the number of language majors at colleges and universities.

Approximately one-third of Indiana high schools are equipped with some sort of language laboratory, varying from a full lab to a console with monitoring facilities and student mike earphones. About three-fourths of these are adequate for the foreign language students enrolled. In early 1959 there were no language laboratories in Indiana high schools; now there are about 200.

More supervisory staff is needed, and a reduction in the amount of clerical work now performed by the one Supervisor. Funds for supervisory work at the local level would be useful.

IOWA

Regional consultants were used to carry on Title III modern foreign language activities in Iowa.

They evaluated 69 project applications, visited three school districts to discuss their modern foreign language curriculums, visited TV stations in connection with FLES Spanish programs, and collected materials for the State Curriculum Library. In participation with a committee, new State course guides in modern foreign languages were developed. An analysis of Iowa modern foreign language teachers and brief evaluations of the use of equipment, materials, and laboratories obtained through Title III funds were made. The State Title III purchase guide was revised.

There has been a marked decrease in correspondence courses in modern foreign languages.

Forty-nine foreign language laboratories were installed in Iowa high schools from 1958-62.

The funds allotted to Iowa are insufficient to meet all application requests. Many local superintendents and school board members believe that Title III aid should extend to other areas of instruction.

KANSAS

The Modern Foreign Language Consultant participated in numerous conferences and wrote several articles for publications in order to create interest in modern foreign languages. He worked with school administrators, colleges, and an advisory committee to develop standards for teachers as well as teacher aids.

The Consultant approved all modern foreign language projects and aided schools in setting up language laboratories and in selecting equipment and materials.

He made two studies to determine the number of foreign language majors graduating from Kansas institutions of higher learning--one for 1961 and the other for 1962. Another study concerned foreign language enrollments and offerings in the schools of the State. Techniques of Tape Preparation and Duplication with Suggestions for the Language Laboratory was published and distributed to all language teachers in the State, and the Consultant assisted in the preparation of the State foreign language newsletter.

KENTUCKY

There was no State Modern Foreign Language Supervisor during the past year. The Coordinator of the NDEA reported the encouragement of foreign language laboratories where trained teachers were available, and the procurement of limited electronic equipment where teachers have not been trained in the operation of a complete laboratory.

During the year an increase was reported in the number of offerings, some at the elementary school level, and in numbers of students enrolled. Problems related to acquisitions have been double, a lack of matching money, and selecting the best equipment possible with the limited funds available.

LOUISIANA

A full-time Supervisor of Foreign Languages for Louisiana was added in 1961-62. She held a 2-week workshop for 25 elementary school teachers of French and Spanish, at which one high school teacher and one elementary school teacher with Institute experience were used as staff members. The meetings were all morning, Monday through Friday. The Supervisor held an all-day parish workshop for 4 high school foreign language teachers, and another for 50 teachers divided by language and level at the State Louisiana Teachers' Association divisional and sectional meetings, at which 2 college foreign language teachers and 4 high school foreign language teachers served as consultants. She worked with 37 methods teachers and their students in two different groups and also conferred with elementary and high school teachers in a private school. Subjects discussed included methods, selection of materials, new State-adopted texts, effective use of materials and equipment, and services given by the State Department of Education under Title III. An orientation conference for 40 teachers, administrators, and the station manager was held before the beginning of the TV FLES Spanish lessons, and an evaluation and planning conference for 30 of the same personnel toward the close of the series.

When requested to do so, the Supervisor gives advice on equipment and materials acquisition projects. She studies all Title III modern foreign language project applications in terms of the local situation, approves them, and plans to evaluate the use of equipment and materials during visits made to schools. During the last year 145 modern foreign language projects were approved, and 54 visits made to elementary and high schools. The Supervisor followed the visits by conferences with teachers, principals, and parish supervisors.

Three issues of the State foreign language newsletter were prepared and program materials of various kinds. They were distributed along with other materials previously prepared and several publications duplicated from other sources.

Surveys were made of the 1961-62 enrollments by language in public and private elementary and secondary schools, of the number of secondary foreign language teachers in Louisiana lacking Institute experience, of the teachers having attended an Institute in a foreign language other than the one they are teaching, and of the teachers taking foreign language courses during summer 1961 and/or traveling in foreign countries. A follow-up study was made on Louisiana participants in Institute programs to see how many remain in foreign language teaching.

A pilot program in FLES French in 2 schools in Iberia Paris was begun in March and is to be expanded in 1962-63. A TV Spanish FLES series Rosita y Panchito was offered twice a week in 16 schools in 2 systems in the city of Monroe and Ouichita Parish, using the State Department of Education owned and operated station. Fifty-eignt classroom teachers were involved, and 1,559 children in grades 3, 4, and 5 who were taking Spanish for the first time.

One indication of improved achievement was the high rank Louisiana secondary school students made in French contests and placement tests. Sequences have been lengthened to enroll 233 additional pupils in fourth-year French over the previous year; third-year German and third-year Russian were being offered for the first time in the State; and the French TV FLES program Parlons Français, begun in 1960-61, was expanded to include the second level in 1961-62 so that a total of 88 schools and 16,318 children were participating; and enrollments at all levels of FLES, through grade 8 increased.

The trends in project applications for equipment acquisitions for FLES were for tape recorders and/or record players; for junior and senior high schools they were for language laboratory classrooms or extra-room laboratories. Fourteen installations were added in 1961-62. Most were of the listen-respond type, but several also had student recording facilities, and some were listen only. About 50 percent of the State public secondary schools are equipped with language laboratory facilities, and of this number about 25 percent are adequate.

The supervisory personnel has not been able to visit all schools with approved projects because of insufficient State Department funds, and on the local level there is also need for more matching funds. More demonstrations of materials and equipment should be given teachers and supervisors, and pilot programs begun in areas where there is still much resistance to new methods and use of equipment. In the French section of the State, experimentation needs to be made with methods better adapted to the needs of children who already understand or speak Louisiana French. At least one additional foreign language supervisor is required to carry on the State program adequately.

MAINE

The State plan was amended to make eligible for participation in Title III modern foreign language projects those administrative units having a 3-year sequence with at least 40 pupils enrolled.

The State Supervisor of Modern Foreign Languages held a one-day workshop for about 80 teachers and administrators, using as consultants college FLES methods teachers, FLES classroom teachers, and consultants from Parlons Français. He also had 12 two-hour workshops on pattern drills in centers throughout the State for more than 120 teachers.

All acquisition projects required approval by the Supervisor. In nearly all projects involving language laboratories, he works from the beginning with administrators and teachers; in approving the proposed lab space shown by architectural plans of new school buildings, he has worked directly with the architect in several instances. Evaluation of the projects was usually done during school visits.

Studies of foreign language enrollments, teachers, and language laboratory equipment were made, and the foreign language section of Guide to Learning in Grades 7, 8, and 9 was revised for fall distribution. Four issues of the State foreign language newsletter and a guide Suggestions for the Language Laboratory in Maine Secondary Schools were prepared and distributed.

Among the gains to be noted are the facts that a program leading to a French FLES specialty was introduced at one Maine teachers college, and that teacher colleges in the State are beginning to recommend that applicants present at least two years of foreign language study for admission. The total number of public school students enrolled in modern foreign languages during 1961-62 was 11,787, compared to 10,836 in 1960-61 and 8,567 in 1958-59. German enrollments doubled during the past year, with new programs in three schools, and three-year sequences in German are now found in five schools. Eleven schools added a third year of French making a total of 73 public secondary schools with a three-year sequence. Three schools added a fourth year of French, for a total of seven schools now offering this sequence.

During the 1961-62 school year, eleven language laboratories were installed in Maine secondary schools; this represents the greatest number of installations in a single year. In 1958 there were only two laboratories, both of the listen-respond type. By the end of the 1961-62 school year, laboratories with listen-respond facilities or better were found in 19 secondary schools and in one elementary school, with seven more scheduled for installation during the summer. Listen laboratories are found in at least 15 other secondary schools. Of the 216 senior high schools in the State 9 percent have listen-respond or better laboratories, and another 6 percent have listen only equipment. Five schools plan to install listen-respond laboratories this summer.

Title III funds were used in the majority of the laboratories.

One of the major problems in the State is the number of small schools not eligible to participate under Title III; in many others language teachers without a major may teach two or three different subjects. The inadequate preparation of many teachers, especially at the elementary school level constitutes a serious problem. In the sparsely settled area there are too few foreign language teachers for effective workshops. There are too few language teachers being graduated from Maine colleges to fill vacancies; and once a young teacher has attended an NDEA Institute, he tends to accept a position in southern New England where salaries are much higher than in the State. More funds are needed for supervisory and related services at the State level.

MARYLAND

Maryland has a one-half time Supervisor of Instruction in charge of modern foreign languages. She held a series of one-day tri-county workshops for all secondary school foreign language teachers; a TV workshop for selected 4th, 5th, and 6th grade teachers in four counties; a two-day meeting for all foreign language teachers in one county; a two-week conference for training FLES specialists in one county; and an eight-week production workshop for continuing the development of audio-lingual curriculum materials in French and Spanish.

She encouraged intervisitation of teachers and administrators throughout the State, and spent much time and effort working for articulation between school levels. The Supervisor worked with local supervisors of foreign languages or with individual boards of education, principals, and teachers in planning acquisition projects, and had the responsibility of approving projects. In so far as was possible, she later observed the use of materials and equipment acquired. Liaison was maintained with colleges and NDEA Institutes. The Supervisor spoke at a session of one Institute, and has been working closely with State teachers colleges in an effort to improve the foreign language instruction given there.

She worked closely with the editor of the State foreign language newsletter on issues printed during the year. Under her direction the following courses of study were developed: French, Grade 5; French, Grade 6; French, Level II (Grade 7, Grade 9); French, Levels III and IV; and Audio-Lingual Spanish, Part 2 (manual and tapes). Expressions for Classroom Use, with an accompanying tape, and a bulletin of games and songs for French FLES were also made available.

The Supervisor continued to work with the Research Department of Montgomery County on its 6-year research program. A listening comprehension test was developed and given to all 4th, 7th and 9th grade students.

This is the first battery of tests to be constructed under the program. She also worked with the Montgomery County supervisors in preparing an 8th grade placement test for students who had taken French in grades 7 and 8, and is collaborating with a State Committee to develop a FLES curriculum design.

For the first time in Maryland, every one of the local school units offered a minimum 3-year sequence of foreign language study in at least one school, and modern foreign language offerings and enrollments are constantly increasing. There is less traditional teaching, an increased use of new media and materials, better understanding of the problems of continuity and therefore better planning by administrators to solve them. Although Maryland has not yet officially stated its policy on FLES teacher certification, individual teachers have been certified. In actual practice, certification for FLES teachers has been put into effect.

One problem is the assigning of some teachers to foreign language classes when it is not their major interest and they lack the necessary preparation. Recruitment of an adequately prepared staff is difficult in some counties where the foreign language programs are small and salaries are below those of richer counties. Another major problem is the inadequate or complete lack of programs for the training of modern foreign languages at either elementary or secondary school levels in the State colleges.

MASSACHUSETTS

During the year the Title III program in Massachusetts emphasized the extension and expansion of workshops for teachers, and assistance to local schools in planning language laboratories and expanding existing ones.

Fourteen area center workshops, each for 18 teachers, were held to consider an audio-lingual approach to language teaching, pattern practice, new materials, and language laboratory practices. Each had 5 sessions at intervals of about one month. A 2-week workshop for 24 teachers was arranged by the Supervisor of Modern Foreign Languages and held at Massachusetts Institute of Technology, with MIT faculty members employed as consultants to run it. A one and one-half day language laboratory workshop was held for the foreign language teachers at one high school when their lab was installed, and a similar one lasting one-half day at another school. Eight outstanding instructors helped the Supervisor provide a total of 89 in-training sessions for about 400 teachers.

He arranged and held a series of 14 conferences on foreign languages for administrators, department heads, and guidance personnel.

The sessions were well attended by department heads and teachers, but representation from the other groups was disappointingly small. The Supervisor felt more successful in reaching administrators through arranging, moderating, and serving on panels on Modern Foreign Languages in Junior High Schools at the Massachusetts Junior High School Principals Association, on Continuity in Modern Foreign Language Programs at the State Conference of Secondary School Principals, and on Foreign Languages in the Elementary School at the New England School Superintendents Association.

The Supervisor made 9 formal and informal presentations to groups of students, teachers, and parents on such subjects as foreign languages and the curriculum, improvement of foreign language programs, teacher certification, FLES, and the relationship of the teaching of English to the teaching of foreign languages. Also he participated in four annual, two regional, and one State foreign language meeting.

He served as a consultant on foreign language laboratories to a school committee, and also to a school building committee, and participated in the evaluation program of the New England Association of Colleges and Secondary Schools by serving on the visitation committee at three high schools.

With his assistance, the Advisory Committee formulated recommendations for the improvement of modern foreign language teacher certification. Descriptions of their FL programs were collected from many school systems throughout the State, a selection has been made, and a manuscript is being prepared for fall publication under the title Current Practices in Foreign Languages.

A bulletin called Improvement of Foreign Language Programs in Massachusetts: A Basic Guide, previously prepared by the Advisory Committee was printed and widely distributed outside as well as within the State. The Supervisor contributed an article to each issue of the State foreign language newsletter. He reviews and approves all project applications, and participates in the initial planning when requested to do so. If the project is not approvable, he telephones or makes a visitation to improve it. The language laboratory continues to be the focal point in the acquisition of equipment and materials. In order to assist in the planning, the preparation of specifications, using Title III financial assistance, as well as to observe the operation and to advise on improvements, approximately two-thirds of the Supervisor's 96 school visits during the past year directly related to the language laboratory. School visits were ordinarily arranged through the school administration.

Massachusetts secondary schools now offer 9 different modern foreign languages: French, Spanish, German, Italian, Portuguese, Russian, Polish, Hebrew, and modern Greek, in decreasing order of enrollment. Data for the 1960-61 academic year showed that only 3 high schools out of 241 high and junior-senior high schools did not offer a modern foreign language. Of 199 junior high schools 40 did not offer any foreign language language, but only one of these contained grades 7, 8, and 9. At the senior high school level (in 3- and 4-year schools) 50 new courses in modern foreign languages were added over the previous year--22 first-year, 2 second-year, 16 third-year, 9 fourth-year, and one advanced placement. At the junior high school level 69 new courses were added--40 in grade 7, 17 in grade 8, and 12 in grade 9. A survey of FLES made by the Elementary Office showed gains over the 1959-60 figures. During that year 39 school systems (cities and towns) used TV and 43 systems had regular programs for a total of 132. In 1961-62, based on returns of about 90 percent of 1739 public elementary school systems of the State, 99 school systems used TV, 60 used specialists, and 42 used a combination of TV and specialists, for a total of 160 systems in 818 schools. The data shows that sequences are being lengthened by an earlier introduction and by offering more advanced courses; that continuity is being sought by offering courses in junior high school between FLES and senior high school; and that many languages new to the schools are being introduced.

Latest figures from the State office show that there are 194 permanent language laboratories either in use or under contract for installation and use for fall 1962. This represents an increase of 35 over 1961. Sixteen labs were also either expanded or improved. Last year 15 junior high schools had labs; the number has now doubled, representing a continuation of a trend and a policy encouraged by the Supervisor. Of approximately 450 secondary schools, about 160, or 35 percent, now have some kind of permanent installation of laboratory equipment. In most cases it is inadequate to take care of present enrollments. One school now has 2 class-size labs, and at least 2 new schools about to be constructed will contain 2 or more labs. Title III financial assistance was a major factor in the installation of all but a handful of the laboratories.

The Supervisor sees the effectiveness of his work with administrators as one factor in 1) the volume of project applications, 2) the quality of most of the language laboratories, and 3) the expansion and extension of offerings in modern foreign languages.

MICHIGAN

In the absence of a State Foreign Language Consultant, the services of a 20-member Committee on Modern Foreign Language Instruction functioned, in collaboration with staff of the State Department of Public Instruction.

The Committee arranged one workshop for FLES teachers on methods, use of new teaching materials and equipment, and teaching machines.

Other such workshops are planned. Their major project of the year was the preparation of a bulletin Suggested Outlines for Teaching Modern Foreign Languages in Michigan Schools, which was distributed to all schools in the State.

The Title III staff reviewed all project applications. In 1961-62 they approved the purchase of foreign language laboratories or additional facilities for 78 school districts in 34 counties. The total number of labs increased from 81 in 1960-61 to well over 100, with more to be completed within the next few months.

Adequate consultant, supervisory, and related services could not be provided because of the failure of the State Legislature to appropriate funds for the employment of State staff.

MINNESOTA

The Modern Foreign Language Consultant arranged and conducted a two-day Minnesota Foreign Language Conference in the spring of both 1961 and 1962 to provide opportunity to hear nationally-known figures in the field discuss current issues in foreign language teaching. Sessions were also allotted to the examination of exhibits of materials and equipment. The 300 persons attending included elementary, secondary, and college teachers, school administrators, and college students. He also conducted 8 foreign language workshops of one day or less in length to acquaint teachers with new materials. Three were held regionally in cooperation with the Minnesota Education Association; the other five were held with administrators and foreign language teachers of school districts. One of the latter groups was devoted to foreign language laboratories. The combined attendance was 204. With the assistance of an advisory group and Department of Education personnel, the Consultant planned and gave a presentation on teaching machines and programmed learning 62 times to 6,300 persons.

In most cases during the past year schools got in touch with the Consultant before submitting project applications for equipment. He was thus able better to work with foreign language teachers and administrators in selecting equipment and in the implications such acquisitions had for curriculum and methodology.

The Consultant made liaison visits to NDEA Institutes, and met with the Advisory Committee on Foreign Languages several times. One session was devoted to problems of establishing foreign language programs in junior high schools, several to plans for a State foreign language curriculum guide, and others to inservice training programs--particularly for FLES teachers and secondary school teachers with language labs.

The Committee for Instruction of French Through Television grew out of meetings of the Advisory Committee on Foreign Languages held to examine the possibility of televising *Parlons Français* in Minnesota. The program was begun in fall 1961 and will continue with the first and second levels in 1962-63. Two pilot inservice training programs begun in the past year at the instigation of the Consultant also concerned TV. The University of Minnesota Extension Division gave a course for 15 classroom teachers who give follow-up instruction to their pupils after a televised FLES German course. The College of St. Teresa gave instruction for 30 elementary teachers involved in the televised FLES course *Ya Hablamos Español*.

The Department of Education continued to publish the State foreign language newsletter, and the Consultant cooperated with the Minnesota School Facilities Council in the development of the publication *Foreign Language Facilities in High School*.

A serious deficiency in Minnesota has been the absence of a strong statewide organization including all the foreign language teachers. The Consultant initiated action to found such an organization at a special meeting. Interim officers were elected and plans made to hold a statewide meeting in October.

Total enrollments in foreign languages have grown, with increased numbers in junior high schools and in third- and fourth-year senior high school classes; FLES enrollments also increased from about 30,000 to an estimated 35,000 during the past year. One school system now has a sequence from grade 5-12; another now having a 4-year senior high school sequence in Spanish and a 3-year course in French plans to begin a sequence from grade 7-12 in French, German, and Spanish in fall 1962.

About 10 percent of Minnesota secondary schools now have language lab equipment, but many of these will handle only a part of a class at a time. Only one lab has been installed without Title III aid.

More foreign language teachers are being produced in response to the demand. In 1951 only 6 secondary school foreign language teachers were graduated from the University of Minnesota; in 1962 there were 45.

With the resignation of the Modern Foreign Language Consultant, the State faces the problem of recruitment of a replacement, which is difficult at the salary the State is permitted to pay. The major need in the language program is inservice training for teachers to accompany purchases of equipment and materials.

MISSISSIPPI

During the year one Consultant of Modern Foreign Languages was employed on a part-time basis. With the assistance of the State Advisory Committee, he helped plan and conduct 9 workshops in several sections of the State. An average of 15 teachers attended each workshop, which consisted of lectures, and demonstrations of audio-lingual methods using materials and equipment. He served as Associate Director of the 1961 and 1962 NDEA Summer Institutes at the University of Mississippi.

He helped plan a few projects for language laboratories and acquisition of other materials and equipment. With the State Advisory Committee and a visiting consultant, he revised the teacher's manual for Spanish FLES. The Consultant also aided the teacher who will give Spanish FLES by TV in Tupelo this fall.

The Consultant's evaluations of a good many materials and of some equipment appeared in the State foreign language newsletter, along with some other of his contributions.

A pilot program in Spanish FLES in Oxford, stimulated by the Consultant during the summer of 1960, is now a three-year program. Another measure of effectiveness is that more schools are now offering courses beyond the first- and second-year levels. All the 30 secondary school foreign language laboratories now in the State, in about 10 percent of the schools, are adequate.

At least one full-time person to serve as foreign language consultant is needed, with a staff of consultants to help plan and conduct inservice programs of longer duration, and more equipment is also required for use in the training programs. A major problem is that the colleges in Mississippi are still following traditional methods of instruction and are not turning out teachers trained in newer approaches to language teaching.

MISSOURI

Two workshops in modern foreign languages were conducted for 50 - 60 teachers each. Participants were asked to pass on what they learned to their fellow teachers, and school administrators were urged to use participants who completed a workshop series as a nucleus in setting up a local inservice program.

Visitations to local school districts to help teachers and administrators were made on an invitation basis, and to almost all districts having teachers enrolled in a workshop series, also on a request basis.

Outlines or bulletins were completed in connection with the inservice education workshop series, and modern foreign language newsletters were produced. With the assistance of a state-wide committee, a foreign language guide is now being prepared for completion and publication in late 1962.

A survey of representative items from project applications covering the period from the beginning of Missouri's Title III program through May 31, 1961 listed 53 language laboratories. Another survey showed that school superintendent reaction to Title III was generally favorable.

No replacement has as yet been found for the State Modern Foreign Language Consultant who left in March 1962. Another problem is that a number of eligible school districts are not participating in acquisition programs, apparently because of inability to provide matching funds.

MONTANA

No formal series of workshops was held by the Foreign Language Supervisor during the past year, but he met with almost all the foreign language teaching staffs of four or more members. Most of the sessions were from 2-4 hours and were held mainly to determine problem areas and to identify teacher leaders. He also had other workshops of up to two and one-half days in length working with teachers in towns with new language programs, and spent some time on a combined workshop-evaluation of one school. The Supervisor attempts to make as great use as possible of good foreign language teachers throughout the State for consultative services.

He was a consultant, spoke, or participated in some other capacity in 11 meetings or conferences of professional, student, or civic groups. His subjects included student exchange, advances in foreign language teaching, the status of foreign languages in Montana, foreign languages and the curriculum, FLES, and foreign languages by television.

As one of his services, he copied over 350 hours of recorded materials for foreign language teachers during the year. Some of the recording involved rearrangement, or incorporation of some original material planned and recorded by the Supervisor. He also wrote and had recordings made of aural comprehension tests in French and Spanish for first-year students. Results of tests used in several schools are being evaluated. Considerable work was done on a project requesting foundation support for establishing educational TV in Montana. The assistance was not granted, but Spanish in grade 8, begun in Missoula in February 1962 will be continued, and *Parlons Français* will be available in the Butte area.

The Supervisor's responsibilities for projects include helping with the planning, approval, and evaluation, He made up a directory of Montana foreign language teachers, did a study on the teachers, another on foreign language enrollments, and distributed various types of information on request.

By the time installation of language laboratories now planned in Montana schools is complete, at least one-fourth of the secondary school teachers of the State will have access to language laboratory facilities. The Supervisor believes it doubtful that any significant purchases of language laboratories would have been made without Title III assistance.

The size of Montana means that the Supervisor must be out of his office for considerable periods of time, and that the travel budget must remain high, It would be advantageous if another person could be put on the State staff to take care of matters in his absence and to process project applications. Additional money is needed for this purpose and also to bring in consultants or to reimburse Montana foreign language teachers who have the experience and qualifications necessary to conduct workshops on their own, More local matching funds are also required by the smaller schools of the State.

NEBRASKA

The Title III Administrator acted as consultant in the three fields, and the Consultants in School Administration and Elementary Education spent much of their time in the field acquainting administrators with the Title III program and discussing equipment and newer concepts of programing and curriculum.

The Administrator organized and acted as chairman for 6 conferences on modern foreign languages and elementary mathematics held at different places in the State. A consultant from the University of Nebraska was used to speak on modern foreign language teaching methods, to demonstrate language laboratories, and to lead a discussion afterwards. Before the sessions at one of the conferences, the Administrator discussed the modern foreign language curriculum and teaching methods.

He visited all superintendents and schools new to the Title III program, all completed projects, and all those schools submitting projects involving problems which could not be solved by correspondence.

At the request of the MLA, he surveyed modern foreign language enrollments, grades 7-12, in the State for the years 1960-61 and 1961-62. The California State publication Suggestions for Teaching Foreign Languages by the AudioLingual Method was reprinted by the State Department.

NEVADA

The Foreign Language Consultant conducted a series of three 2-hour teacher meetings to evaluate a county experimental language course in grade 8, which is to be continued next year. From 10 - 12 junior high school teachers and administrators attended each session. He held a 2-day course of study meeting which was attended by 20 secondary teachers and administrators, of whom 14 served as consultants. Also he helped conduct and/or served as a resource person at the Nevada Chapter of AATSP meeting and the Sparks Classroom Teachers Association, at both of which he demonstrated new materials; at the Western States Small Schools Project workshop where experimental programs were discussed and some of these will be implemented in 1961-62; at the National Conference of ASCD; and at the State meeting of Delta Kappa Gamma, at which he appeared on a FLES panel.

The Consultant has held personal conferences and discussions with over 95 percent of the modern foreign language teachers of Nevada. He helps plan and formulate most Title III projects, but before a project is approved, the school must show definite plans for upgrading instruction and demonstrate how the equipment and materials requested will specifically help improve the program. The Consultant evaluated the projects with the aid of the Curriculum Director.

During the year the Consultant supplied articles to the State foreign language newsletter, and one on the language laboratory to a professional language journal. A roster of foreign language teachers and enrollments was prepared, and the *Course of Study for Foreign Languages* was published and distributed.

Modern foreign language enrollments in grades 9-12 continued to rise, and gained two percent over the previous year in relation to the total school population; German enrollments rose 100 percent in a single year; and junior high school enrollments went from about 30 in 1960 to 540 in 1961. Lengthening of sequence was evident in both directions. Nine schools now offer a modern foreign language in grade 8; third-year high school classes went from one in 1958 to 13 in 1961, showing a 100 percent gain from 1960 to 1961; two schools now offer a fourth-year program; and a five-year sequence (grades 8-12) is well established in one school district. The University of Nevada will offer evening and extension courses in foreign language instruction techniques and materials.

Current trends in equipment requests are for language laboratories in high schools, and portable laboratories in junior high schools and small high schools. Approximately one-third of the high and junior high schools are now equipped with some sort of laboratory installation. In most cases it is apparent that two laboratories will have to be placed in some schools, especially if enrollments continue to grow.

Among the principal needs of the State are funds to employ consultants and defray the expenses of State-wide workshops and inservice teacher training sessions, and to purchase demonstration equipment. Additional travel funds are required both for use within the State and for attendance at professional conferences held in other states, More clerical help is also needed. Distance is a gread handicap in Nevada. Even when trips are carefully planned, about one-third of the visits felt necessary must be eliminated because of lack of funds.

NEW HAMPSHIRE

In conjunction with the educational TV station, the Director of Foreign Language Instruction conducted two workshops for FLES teachers, based primarily on Parlons Français. Approximately one-half of the ongoing FLE programs in the State were represented by the 125 teachers who attended. Fifteen undergraduate elementary education majors planning to teach French FLES and about 20 administrators also participated. For the purposes of secondary school workshops, the Director has divided the State into 11 areas, During the year he conducted programs on the importance and proper use of the language laboratory and audio aids. The workshops were attended by 90 percent of the teachers in each of the 7 areas covered. Demonstrations by the Director formed a part of the sessions, and participants had an opportunity to examine new materials he supplied. The Director has purchased the films developed under Title VI which are designed to show teaching techniques for use in future inservice programs at the secondary school level.

The Director, in collaboration with a commercial station in Boston, presented two one-half hour TV programs designed for the general public, on the nature and use of laboratories in foreign language instruction. He made arrangements through which over 40 New Hampshire modern foreign language teachers voluntarily took the MLA Proficiency Examinations, given at 5 different testing centers in the State. These tests will be made available for the use of individuals in or out of the profession by the testing service of the University of New Hampshire. At least 4 institutions of higher education in the State plan to use the series with their foreign language majors who will graduate during the coming year. Through the efforts of the Director and the State Department of Education, the University of New Hampshire will provide a tape duplication center.

The Director was consulted prior to the submission of approximately 50 percent of the projects in modern foreign languages, and usually made visits to discuss the project and suggest changes for the remainder. No project is approvable unless the Director is personally acquainted with the total foreign language program in that particular district. In most cases, visits are also arranged if major installations are made prior to approval or reimbursement claims. Last year the Director spent 65 percent of his time in the field observing classes and demonstrating.

As one result of the publication of his article "Basic Considerations for Administrators and Architects in Planning for a Foreign Language Laboratory Installation", he was consulted on five occasions by three architects planning new construction. The Director also contributed to the State foreign language newsletter, and compiled and sent source lists. A foreign language guide is in the editing stage.

One hundred percent of New Hampshire public secondary schools will offer French in 1962-63, and over 90 percent of them have a sequence of at least three years. The new foreign language teacher certification standards approved will triple previous requirements.

During the year, complete language laboratory facilities were added in at least 8 junior high and 15 high schools. In 1962-63, laboratories capable of accommodating the largest class will be used in at least 55 percent of the public secondary schools in the State. Facilities are adequate in more than 60 percent of the cases.

More State funds are required for an additional staff members to work with programs in K-8, for consultants, for improving inservice education, for the preparation and dissemination of study guides, and for evaluating the effective use of equipment and materials acquired under Title III. Improvement is needed in coordinating local, state, and college programs to improve the background of New Hampshire teachers of modern foreign languages. Almost no significant changes have occurred in preservice foreign language teacher education in higher institutions in the State.

NEW JERSEY

During the year the Modern Language Consultant organized and led 4 conferences on teaching at the junior high level for staff of 6 junior high schools in northern New Jersey. The meetings were devoted to linguistics, language laboratory techniques, theory of language learning, demonstration of audio-lingual techniques, adaptation of traditional textbooks, teaching foreign languages to the slow learner, and College Board examinations. Three workshops were held simultaneously, one each in the northern, central, and southern sections of the State for a total of 90 teachers. Each workshop met twice weekly for 2 hours on audio-lingual teaching techniques, and selection and proper use of language laboratory equipment. On invitation, the Consultant organized a workshop for the 20 religious sister-teachers of Jersey City and 10 lay people. For all 4 workshops, the Consultant acted as program coordinator, supervisor, and at least once at each as guest speaker.

As President of the New Jersey Modern Language Teachers Association, he organized and led 5 state-wide meetings for approximately 500 modern foreign language teachers, and with the executive committee of the Association, he had 4 full-day conferences in 4 different geographical sections of New Jersey on the language laboratory. One conference was devoted to each of these subjects: general orientation, equipment, materials, and administration. The Consultant made 20 speeches to various groups including the New Jersey college presidents, school superintendents, the NASSP, the New Jersey chapter of the Future Teachers of America. He also assisted other State personnel in 9 county-wide conferences to explain the New Jersey plan for NDEA assistance to public schools.

The Consultant assisted many school districts in planning project applications; all projects were approved under his supervision; and the programs evaluated through direct visitation. During the year he made 78 school district visitations which often entailed observations during the day, demonstrations of audio-lingual techniques, and general discussions of the pros and cons of audio-lingual learning of a foreign language. In connection with a plan for school approval through self-evaluation, the Consultant reviewed the foreign language curriculums, as a member of a visiting team, in 14 secondary schools in 5 counties.

Two publications were prepared and distributed, a survey of language laboratory equipment in the secondary schools of New Jersey, and Guidelines for the Teaching of Modern Foreign Languages in the Junior High School.

The fact that both administrators and teachers are aware of the type of instruction that should be taking place in the classroom is evidence that the position of foreign languages has been strengthened in New Jersey. The State Department has encouraged schools to offer at least a 4-year sequence of modern language study. The State College at Montclair is contemplating expanding offerings in foreign languages at the graduate level. This will make advanced study more accessible to New Jersey teachers.

As of January 1962, 130 New Jersey secondary schools, 26 percent of the total, had language laboratories. Of these 100 or 20 percent of the total number of schools are adequate. There is no doubt that Title III has had a tremendous effect on the purchase, installation, and use of language laboratory equipment in the State.

More calls are made on Title III staff members for inservice teacher-training projects of local school districts than can be met. Another difficulty is that NDEA does not now provide for teacher reference materials.

NEW MEXICO

The Modern Foreign Language Supervisor conducted two workshops at Albuquerque on general methods and audio-lingual techniques, with the cooperation of outstanding local teachers, and a workshop at Hondo on methodology, the language laboratory, and materials, at which he provided a demonstration. The Supervisor has also served as demonstration teacher at four University of New Mexico Institutes.

He offers help to school administrators and teachers in the selection of materials and equipment, and assists in their effective use. With the help of a State committee, he gives final approval to acquisition projects. During his school visits he demonstrated materials and methods.

Teacher rosters and the State foreign language newsletter were prepared and distributed from his Office.

Modern foreign language enrollments have continued to increase; the Albuquerque school system, comprising roughly two-thirds of the school population of New Mexico, adopted an audio-lingual approach to language teaching; the State adoption of new materials in languages is being worked on. The State Board of Education has adopted a regulation setting a minimum of 24 hours in a specific language area for FLES teacher certification.

Fourteen new language laboratories were installed in 1961-62, and several more are planned. Approximately 35 percent of the secondary schools have labs, and all those of the major school systems are adequate for most of their foreign language students. Title III was the determining factor in the installation of language laboratory facilities and acquisition of such aids as tape recorders, record players, recorded materials, maps, and realia. The teaching of Spanish to native speakers remains an ever-present problem. Funds for State administrative and supervisory services are insufficient to provide an adequate number of professional personnel, to employ consultants, or to purchase necessary materials. The great distance between schools further complicates the problem. Many local schools have been unable to match Federal funds for acquisitions and to provide supervisory assistance.

NEW YORK

The Foreign Language Supervisory Staff conducted or participated in 132 conferences and workshops to acquaint teachers with modern trends and techniques, dealing primarily with instruction grades 7-12, and attended by an average of 50 to 150 teachers.

In addition, the Supervisor collaborated with the Division of Higher Education in establishing academic year inservice and refresher courses in French, German, and Spanish in 5 colleges; special Russian language programs in 7 colleges; 6-week Advanced Placement summer workshops in French, German, and Spanish at 3 colleges; and academic year inservice courses for 1962-63 in French, German, and Spanish in 5 colleges. He also worked with the Bureau of Secondary Curriculum Development and the Regents Educational Television Project in producing an inservice training course for modern foreign language teachers at the secondary level, and in making kinescopes which demonstrate techniques for the effective use of new materials and equipment. The kinescopes were used in a number of orientation, workshop, and conference programs. The Supervisor worked with New York City personnel in designing and setting up an experiment to determine the relative effectiveness of an electronic classroom having listening and speaking but no recording facilities, as opposed to a full laboratory at the secondary school level; and with those of Mahopac Central School in beginning an experiment to assess the effectiveness of a teaching machine program in French. A number of liaison visits were made with school administrators and local foreign language supervisors.

Outside consultants and advisory committees were used in the preparation of 3 new syllabuses, the 5 new Regents examinations, materials for many other examinations, and for examination items.

The Staff continued to assist schools wishing to begin Russian language or FLES programs. They also collaborated with the Administrator of Title III to write an annual planning guide for acquisition of equipment and materials. A basic requirement for approval of an acquisition project has been that it form a natural part of a sound total concept for overall foreign language instruction. Whenever the Title III Office receives a request involving controversial ideas, equipment, or materials, or lying in any way outside established policy, the Supervisor's Office is consulted. The project review may result in correspondence with the schools or in field trips.

The Staff developed and/or distributed curriculum guides for secondary school German and Spanish, guidelines for FLES, an informational pamphlet on modern foreign languages, Advanced Placement and Regents examinations, and information on language laboratories.

There are several measures of the effectiveness of the program in improving modern foreign language instruction in the State. Pupils are doing better on the aural portions of the Regents examinations; there is a steady increase in the number of 4-year and 6-year sequences in any one foreign language; more schools are trying to adhere to the basic principles of sequential study through grade 12 in the case of successful students; requirements for permanent teacher certification were raised September 1963 from 24 to 39 hours, and changes in certification for elementary teachers will boost FLES by requiring a major concentration in an academic field, such as foreign language; the number of teachers interested in and practicing newer approaches to language teaching is increasing; and the number of citizens' committees showing particular interest in foreign languages is growing.

At least 313 out of 867 school districts have received NDEA help in procuring materials and equipment for establishing electronic facilities for modern foreign language teaching. Probably one-third of these are adequate. Without Title III assistance, it is probable that fewer than 100 school systems would be equipped with appropriate electronic facilities.

For implementing and evaluating Title III programs, the State Supervisors need to collect better vital statistics on teachers, programs, and laboratories; a competent person to do supervisory work in German and Russian; and temporary administrative assistance to run the surveys requested by the Modern Language Association and the Office of Education. Better teachers are an even greater need.

NORTH CAROLINA

The two State supervisors in modern foreign languages planned and conducted 4 area workshops on the use of the language laboratory. From 30 - 60 persons attended each. They also held 4 single-session workshops for teachers in county systems on methodology and techniques of teaching with electronic equipment. In addition, they gave talks to several professional groups, attended 10 district and one State Education Association meetings, one regional and one national convention, and 2 national conferences. The Division of School Planning conducted 4 area workshops for architects and superintendents in which the MFL supervisors participated.

The supervisors reviewed and approved 600 Title III MFL projects during the year. For many of them they had given assistance in the planning and preparation stages. During 40 school visits, made at the request of superintendents or principals, they gave guidance on FL program expansion, advised about purchase of equipment and materials and made suggestions for the improvement of instruction and also met with groups of teachers and administrators. Preparation of criteria for follow up evaluation of projects is planned for the next fiscal year. The 26 additional school visits they made were with members of the State Department of Public Instruction for the purpose of evaluation and accreditation by the State or by the Southern Association of Schools and Colleges.

The supervisors evaluated new materials for teaching MFLs, and prepared and had recorded 38 tapes for use in language laboratories or classrooms. Copies of the tapes were supplied schools at cost. They served on a committee for the approved program approach to teacher preparation and certification, and visited 4 NDEA Summer Institutes. The Assistant Supervisor planned and conducted a summer study tour to Europe for 16 teachers.

Publications produced and distributed were: six issues of a FL newsletter, bibliographies of source materials, The Language Laboratory, Suggestions for North Carolina Schools, and a tentative curriculum guide for 1961-62. A new curriculum guide for a 4-year program in French, German, and Spanish was prepared under the direction of State Department officials, with the aid of an advisory committee, and was expected to be ready for September 1962. Other materials were sent in response to requests.

Surveys were made of FLES programs in North Carolina, of the quantity and type of equipment purchased under Title III, and of present language curriculums, enrollments, teacher qualifications, future programs, and student needs.

Improvement was shown by longer sequences in many high schools, extension of FLES programs into junior high schools in many school systems, and new offerings; increased interest of teachers in summer programs, inservice training, and in new materials and methods; a higher level of language proficiency on the part of students entering college; and growing interest shown by administrators in providing more adequate equipment and materials for improvement of instruction. To date 32 full language laboratories have been installed or ordered, and many junior and senior high schools have electronic equipment of a less elaborate nature. Although comparatively few schools have adequate facilities for all FL pupils, most have at least some equipment for the language department.

The greatest needs in North Carolina are improvement in aural-oral skills of MFL teachers and increased understanding and practice of newer methods and techniques in classrooms and laboratories.

NORTH DAKOTA

In the absence of a Modern Foreign Language Consultant at the State level, the Director of State-Federal Relations served in that subject area, with the help of part-time consultants. More emphasis was given to modern foreign languages than in previous years, although the supervisory and consultative services provided were recognized as being inadequate. Schools were also encouraged to seek information and assistance from teachers who have attended a language institute.

The Director attended several Newer Media Regional Conferences, of which the one at Bismarck Junior College was most effective so far as modern foreign language was concerned. It included language laboratory demonstrations with opportunity for teachers to receive individual attention. The Director assisted in the planning of all language laboratories and in approval and follow-up evaluations. His office sent out informational releases of interest to teachers of modern foreign languages.

No special studies or pilot projects were undertaken, but the Fargo Public Schools have been conducting a very extensive experimental program in FLES and have been evaluating the effect of this program in relation to the success of students in junior and senior high school.

There has been a pronounced increase in enrollments, part of which may be due to the requirement that a modern foreign language be offered in order that a school may be accredited. In almost all schools of any size, the sequence and continuity of language study have been improved.

Six complete language laboratories, 4 portable units, and a large number of audio devices such as tape recorders were installed during the year. Eight percent of the secondary schools in North Dakota have some type of language laboratory facilities. Of this number, perhaps 10 schools are adequately equipped. No installations of any consequences have been made except under Title III.

OHIO

The program of supervisory services and related activities in Ohio was curtailed because of being dependent on part-time supervisors. A full-time supervisor has been employed to begin in September 1962.

During the year a one-day workshop emphasizing language laboratory techniques was held at Youngstown City School, a series of inservice type workshops for teachers of the Newark City schools, and a one-day workshop at Otterbein College as a follow-up of FLES program activities in the State. At the end of the FLES workshop, a committee prepared a guide for FLES activities in Ohio.

The number of junior high school and FLES programs in Ohio has increased. Approximately 25 percent of the secondary schools in the State now have language laboratory facilities.

The amount of Federal funds is insufficient to meet all requests; the lack of matching funds has limited participation of some school districts; and the lack of State level funds has limited inservice training programs.

OKLAHOMA

In the absence of a special supervisor for foreign languages in the Oklahoma State Department of Education, nine general supervisors of instruction in all fields acted as Title III modern foreign language personnel under a Director of Instruction. Their Title III duties included individual school visitation to help plan projects and to discuss with teachers the proper use of equipment acquired to improve instruction; working with professional groups in pilot centers to develop curriculum materials; assisting special groups in the three Title III subject fields; and approving Title III projects. Workshops and teachers' meetings were held at district and State levels, using Consultants from State colleges and public school systems. Oklahoma now has, once more, a special supervisor for foreign languages at the State level.

A study was made of the effects Title III participation had on instruction in 137 selected school districts which had participated in all four years of the program. The evaluation questionnaire was in two parts--one to be completed by administrators, and the other by teachers in the specific subject areas.

Suggestions for procedures for establishing good Title III projects were printed in monthly State Department of Education newsletters, and a _Guide to the Improvement of Teaching Modern Foreign Languages_ was published and widely circulated. A curriculum guide, it is divided into two parts--grades 1-8, and 9-12 and was planned and prepared by a committee under the sponsorship and direction of the State Department of Education.

Improvement was shown by a 59 percent increase in modern foreign language enrollments over the last 4 years. Several secondary schools formerly without any MFL program have added one or more, and others are expected to do so in order to comply with the regulation of the North Central Association of Secondary Schools and Colleges that its secondary school members must offer two years of a foreign language by September 1963. Sequences of study have been lengthened in many cases, and additional language programs begun. There was no record of FLES offerings in Oklahoma before NDEA; now there are several programs.

The number of modern foreign language project requests increased over the previous year, and they also constituted a larger percentage of the total requests in the three fields than ever before. Most of the projects were for language laboratories. An estimated 12 percent of the State's secondary schools, enrolling 65 percent of the students at that level, are now making use of foreign language laboratory equipment in contrast to none before NDEA. More than 90 percent of Oklahoma children are in school districts with Title III projects in one or more of the three Title III subject fields.

Modern foreign language certification requirements were increased during the year for both a major and minor teaching assignment.

Data processing equipment acquired through Title X of NDEA, was used by the State Department of Education for some of its statistical studies.

Although Oklahoma now overmatches Federal Title III funds for administrative and supervisory services, more financial resources are needed for consultants for inservice programs. Certain mechanical problems in administering projects are being remedied by new procedures. The State continues to suffer from an inadequate supply of qualified modern foreign language teachers.

OREGON

In cooperation with the Foreign Language Department of the Oregon Education Association, the Consultant organized and conducted 3 regional workshops on the theme of new techniques in language teaching. He gave a presentation, chaired a panel on language laboratory techniques, and arranged displays of new materials. NDEA-trained teachers gave demonstrations of teaching techniques at FLES and junior high school levels and of the use of audio-lingual materials, and presentations on pilot classes and foreign travel opportunities for teachers and students. Average attendance of elementary and secondary school teachers at each workshop was 30. With the Oregon Education Association as cosponsor, the Consultant held a State-wide conference for 130 teachers. He arranged the program and served as an instructor at a 2-week workshop for FLES teachers of French and Spanish cosponsored by the Oregon College of Education, Monmouth; and arranged and conducted a 24-day Mexican Study Program for secondary school teachers in collaboration with the State System of Higher Education and the American Heritage Association.

The Consultant appeared on a panel on FLES trends and techniques at the Pacific Northwest Conference of Foreign Language Teachers and contributed a study on Oregon FLES for the Conference proceedings, he was involved in the production of a series of ETV inservice programs for teachers using the TV Spanish program, and worked with a Certification Advisory Committee representing foreign language organizations and elementary, secondary, and higher levels of instruction. They made recommendations which resulted in considerably strengthening State foreign language teacher certification requirements.

The Consultant participates, whenever possible, in the planning of acquisition projects, and studies and often improves them before final approval. The Consultant's follow-up evaluations are limited because of the demands upon his time, but he made an effort to visit as many schools as possible, having been in a total of 94 at least once during the past year. The project application requires evidence that it is the result of planning on the part of teachers and administrators. In addition to the general project description, information is required concerning objectives, and inservice training and evaluation plans. Since many of the weaker teachers do not attend workshops or request specific help, he reaches some of them through these visits.

The first complete directory of elementary, secondary, and college foreign language teachers in Oregon was developed, in addition to the FLES study, and one was made on foreign language programs in the upper grades and junior high schools. The Consultant contributed to the State foreign language newsletter, and in addition to announcements, distributed a number of leaflets he developed or reprinted from other sources.

The larger high schools in Oregon now all offer at least a 3-year sequence of study in the same language, and many have 4-year programs. More secondary schools are offering a wider choice of languages than before. As measured by achievement and advanced placement tests, the quality of foreign language students entering Oregon colleges and universities has improved.

Oregon college language professors do not yet give effective support to foreign language organizations and conferences by their attendance or active support. The addition of another State foreign language consultant would be highly desirable so as to increase the amount of field work possible and give more time for the development of State publications. The Consultant needs to have a secretary permanently assigned to him. He believes that it would be helpful if supervisors were permitted to attend NDEA Institutes as observers and if the Office of Education sponsored an annual workshop for State supervisors.

PENNSYLVANIA

The three Specialists in Modern Foreign Languages made a language tour of the State, using 12 of the State colleges as the focal point of meetings. Some 800 teachers attended the sessions which were devoted to demonstrations of audio-lingual materials and techniques, and status and trends of modern foreign languages in Pennsylvania. A workshop was held on the use of language laboratories, with emphasis on the correlation between class and laboratory work, various types of laboratory exercises, and programing involved. Demonstrations of audio-lingual materials were made at 25 workshops and 18 conferences involving 1,100 participants in Harrisburg and throughout the State and also at 14 inservice programs for 410 teachers throughout the State. A conference was held to initiate the junior year abroad to be sponsored by the modern language departments of 4 Pennsylvania State Colleges, and one to revise standards for modern foreign language teacher preparation on the undergraduate level. As part of the State-wide curriculum revision for all subject areas, a conference was held to revise standards for developing recommended FLES practices and scope and sequence charts. Consultants used for conferences, writing curriculum guides and resource materials, and assisting with and directing inservice programs included modern foreign language elementary and secondary school teachers and administrators; college professors and administrators; native speakers; and language laboratory and electronics experts.

The Supervisors demonstrated to teachers and administrators language laboratory equipment set up in the State Department Electronics Room, containing from 10 to 12 types of language laboratory equipment on a rotating basis and made arrangements for visits to labs in operation. They assisted in the preparation of language laboratory specifications, approved project requests, and visited installations. All materials requested were previewed and studied by the Supervisor before approval.

The Supervisors set up pilot projects to determine the effectiveness of the audio-lingual materials in use in these schools, and assisted Easton High School in structuring a research project, now in progress, on the comparative values of audio-active and audio-active-record language laboratories.

A number of studies were made, including progress in mandates for modern foreign language offerings; possibilities of teacher and pupil exchanges with foreign countries; and schools in the State using key materials. Some publications resulting from studies included charts reflecting the development of competencies as outlined in the modern foreign language continuum, K-16; a revised list of foreign language laboratories in Pennsylvania schools; comparative foreign language enrollments for 1958-62; and the supply and demand of modern foreign language teachers over a 5-year span. Other publications were minimum standards for each of the years of a 4-year course in a modern foreign language; Guide to the Development and Improvement of the Modern Foreign Language Program in Pennsylvania; and various announcements in the official publication DPI Newsletter.

FLES enrollments increased from approximately 63,000 in 1960-61 to 68,000 in 1961-62, and secondary school enrollments increased from about 88,500 in 1958-59 to 170,000 in 1961-62. The offering of a minimum 4-year modern foreign language sequence by each school district was mandated, effective September 1963, and many districts are establishing longer sequences. The offering of Chinese was authorized, and many new programs in other languages were introduced. More teachers showed interest in NDEA Institutes, inservice programs, and professional organizations. Coordination with colleges and universities was improved. As one result, teacher-preparation institutions have reexamined and revised their modern foreign language offerings. The certification by examination of native speakers as teachers continues, with examinations being given on three different dates during the year. School architects are now consulting the Specialists in their planning of language laboratory installations.

Approximately 45 percent of the 1,000 Pennsylvania secondary schools have requested approval for the purchase of language laboratories, including a number of schools which are installing additional labs. The total of secondary schools in the State with language labs is now 137.

Additional staff in modern foreign languages is needed to make on-the-spot evaluations of pilot programs, to visit classrooms more often, to develop teacher and pupil exchanges with the German State of Westphalia and other foreign countries, and to establish closer liaison with elementary and secondary school teachers and foreign language and education college departments.

RHODE ISLAND

The Supervisor of Field Services of the Division of Instructional Services carried on Title III modern foreign language activities in the State during the past year. He obtained a consultant for the extensive workshop program conducted by the Warwick schools, worked with the State Modern Foreign Language Advisory Committee in drawing up a list of reference books useful to teachers, and with the Audio-Visual Department in demonstrating new films and tape programs to representatives of the Rhode Island Modern Foreign Language Teachers Association. He also participated in a conference of Superintendents and School Committees of Rhode Island, and served as the secretary of the State High School Principals-College Articulation Committee.

Using the Audio-Visual Department's supervisor to evaluate equipment and audio materials requested, he approved project applications and applications for reimbursement. He visited all schools which have acquired materials and equipment under Title III, also using some of the visits to get information for completion of the foreign language laboratory survey made in part through questionnaires.

One issue of the Division of Instructional Services Newsletter was devoted to modern foreign languages, and in cooperation with the Audio-Visual Department, the Supervisor distributed a list of foreign language films available in the Audio-Visual Department.

Membership in the Rhode Island Modern Foreign Language Teachers Association has increased.

About 50 percent of the State secondary schools have language laboratory facilities; about 20 percent of the schools are adequately equipped.

One problem is the lack of money on the local level. A tape and materials production center in the Audio-Visual Section of the Division of Instructional Services would be useful, and a full-time modern foreign language supervisor or consultant is needed at the State level.

SOUTH CAROLINA

The Supervisor of Modern Foreign Languages held a workshop series of 5 all-day Saturday meetings spaced throughout the year at two different locations. Subjects involved were audio-lingual methods, evaluation of new teacher materials, oral and written testing, adaptation of traditional texts, and use of audio-visual equipment. More than 100 teachers participated in the series, with an avarage attendance of 80 percent at each session.

He met with administrators and teachers one or more times prior to the submission of a major acquisition project, Follow-up visits were made after and sometimes during installation. Routine project requests were approved by the Supervisor, but those involving equipment and background readings were approved in collaboration with the audio-visual and library supervisors. In the course of work on projects and as follow-up visits to schools using new programs, the Supervisor made about 80 school visits.

He cooperated with the Foreign Language Department of the South Carolina Education Association in conducting surveys on FLES, junior high, senior high, and college modern foreign language programs, and also prepared two forms of a Spanish aural comprehension test to be given high school students during Modern Language Day at the University of South Carolina.

Among the New programs being used by schools are Le Francais par la methode audio-visuelle (Chilton-Didier) at Hanna High School, Anderson, and Je parle francais at the Sumter Schools.

The Supervisor distributed various announcements and lists, along with some materials from other sources, and contributed to the State foreign language newsletter.

The sequences of language study, and class enrollments have been increased significantly at every level. In grades 7-8 there were no programs in 1958, in contrast to the 1961 enrollment of 1,407; in grades 9-12, first-year students numbered 8,099 in 1958 against a 1961 enrollment of 11,925; there were 3,972 second-year students in 1958 and 6,147 in 1961; an estimated 40 students were in third-year classes in 1958 in contrast to 561 in 1961; and while there were no fourth-year students in 1958, in 1961 there were 41. FLES involves over 5,000 pupils in 80 schools, and 26 of these schools have indicated that they plan a sequential program leading to high school.

In fall 1961, 32 high schools, about 8 percent of the total number, had some type of language laboratory, all installed through Title III. Approximately 85 percent of the State's foreign language classes are using electronic aids of some kinds.

An urgent need is to find effective ways to interest the non-specialist language teacher, one with only one or two classes as a secondary subject area, in current developments in modern language teaching. A qualified research specialist is needed at the State level to assist in extensive evaluation of the foreign language and other programs.

SOUTH DAKOTA

Consultative services for modern foreign languages were given by the Administrator of Title III, elementary supervisors, supervisors of secondary education and consultants secured for definite assignments.

The State Department of Public Instruction either conducted, participated in, or supplied personnel for 9 workshops or working conferences in modern foreign languages during the year. All secondary school teachers of modern foreign languages participated in one or more of them.

The Title III Administrator approves or disapproves all projects for acquisitions or remodeling. Visits were made to all schools in the First Congressional District which had approved Title III modern foreign language projects in fiscal 1959, 1960, 1961, or 1962.

Sixty projects in modern foreign languages were approved in 1962 as against 40 in 1959. In 1958-59, 37 school districts taught modern foreign languages to 1656 students, with no third-year program in any of the schools. In contrast, 91 school districts enrolled 3443 students in 1961-62, with two districts offering third-year Spanish and one giving third-year German. One school district will have a sequence in French FLES from grade 4 through 7 this fall. South Dakota has 5 fully equipped language laboratories.

The preliminary form of Guidelines for Modern Foreign Languages was completed.

South Dakota has a severe shortage of qualified teachers. It needs a State consultant in modern foreign languages with more funds to finance an adequate supervisory program with more inservice programs and to stimulate good preservice teacher training.

TENNESSEE

Together the State Supervisor and the West Tennessee Supervisor for Modern Foreign Languages conducted 11 one-week FLES workshops, each involving from 20 - 65 teachers, grades 3-8. Three of the workshops were at the beginning level, and 8 were at the second level. They held approximately 15 inservice meetings to demonstrate new materials, equipment, and methods.

Both attended the Modern Language Section of TEA; participated on the program of the MTEA, and in the Foreign Language Section of ASCD; and when invited to do so, addressed professional, civic, and student groups. One of the Supervisors spoke at the NDEA Institute at Vanderbilt on the duties of foreign language supervisors, and the other talked to classes at Memphis State on the same subject. One of the two also attended the WTEA meeting, and the MLA and NCFLS meetings; spoke at the Inter-Mountain Conference on Foreign Languages; served as chairman of the High School Section at the Kentucky Foreign Language Conference; represented foreign languages at the TEA Leadership Conference; and participated in the West Tennessee Principals Association meeting; and served on a project to send albums made by Tennessee school children to Latin American schools. Both Supervisors served on the State Curriculum Committee; maintained liaison with Title V programs and assisted with guidance on career day programs; worked with Title X personnel and received much statistical help from them; and have been consulted about personnel for college departments, and have assisted in placing college graduates in teaching positions.

The two Supervisors made 25 visits to school systems as a part of a State Department Team Visiting Program to inform superintendents, supervisors, and other administrators on the nature of the foreign language program and use of equipment and materials in this field under Title III. They assisted in planning projects, one Supervisor processed all projects and claims, and both are now in the process of evaluating the use of equipment and materials through visits to schools which have used Title III funds. Also they visited classes in schools not yet participating in the program.

One of the Supervisors has become the editor of the Tennessee Foreign Language Newsletter, for which the State will assume the responsibility of preparation, publication, and distribution beginning in October. Daily lesson plans to accompany Beginning Spanish in Grade III were distributed, and special announcements prepared and sent as needed. An Advisory Committee of superintendents, principals, and foreign language teachers on the three levels helped in the development of a curriculum guide for administrators and teachers; it is to be distributed in September.

Foreign language students in the State continue to win outstanding scholarships and honors in contests. More boards of education are adopting continuous programs--some 4-year, some 6-year, and some 10-year. In some high schools a third-year of a foreign language has been added, and in some systems German or Russian has been introduced in a high school as a third language. As soon as the supply of teachers increases, changes in certification requirements will be considered.

Sixty-one language laboratories have been installed in high schools in the State. Two-thirds of the schools have facilities adequate for all students enrolled in modern foreign languages.

On the elementary school level, there is a need for the continuation of FLES workshops through grade 6, and of a good TV network in Tennessee to carry FLES programs in French and Spanish. On the secondary level, more demonstrations of good teaching practices by well-trained teachers would be helpful. The Supervisors are planning to make use of Institute-trained teachers for this purpose. At both levels, there is a great need for coordination of inservice training with acquisition projects, demonstrations, and pilot programs. The greatest lack in resources at the State level is a complete materials center, including books, films, and tapes and records, to be made available all over the State. Additional consultants should be used when the demands are very great or when a special skill is required.

TEXAS

The Consultants in Modern Foreign Language spent most of their time during the year assisting local school personnel with designing the kind of foreign language laboratory installation needed and describing the types of equipment available.

The Consultant conducted 8 workshops and a series of meetings in areas or individual school systems for teachers, administrators, and other school personnel; and served as consultant or actively participated in 7 area or regional conferences and two series of meetings. Two of the 9 were sponsored by the Division of Instructional Media. At most of the workshops, conferences, and series of meetings, he demonstrated language laboratory equipment and other teaching aids, and held discussion periods with the participants. At some he assisted in selecting reference and teaching aids, in planning language laboratories, and in working on foreign language programs for elementary or secondary schools. He was the principal speaker at a regional AATSP meeting, and talked to foreign language teachers and students in 5 different school systems about the importance of learning a foreign language. A total of over 2000 persons were reached in the sessions.

The Consultants visited schools for accreditation and consultative purposes. More school districts in Texas now offer foreign language courses than ever before, and total enrollments reached a new high during the past year.

UTAH

Because emphasis in participation in Title III programs in Utah has tended to be on science, districts were encouraged to examine the program offerings in mathematics and foreign languages and to determine needs in those fields.

Workshops arranged and conducted by the Supervisor of Modern Foreign Languages were limited to small groups requesting consultant services, usually at the local but occasionally at the district level. Attendance varied from 2 or 3 persons to 20 at the meetings, which were devoted mostly to orientation to new materials, methods, and instructional aids. Two outside consultants came under the auspices of the Utah Council of Foreign Language Teachers and the direction of the State Department of Education to participate in the Utah Education Association convention and to meet with a number of groups for several days afterwards.

The Supervisor helped plan perhaps one-half the foreign language projects submitted and counseled with administrators or teachers on the remainder. He visited a number of schools with completed projects to observe equipment and materials in use, but lack of time prevented a complete follow-up. In FLES most activity continued to be through TV programs in French and Russian. Of these, Parlons Français was most successful and will be expanded with inservice aid being provided teachers in whose classrooms the program is received.

Nine issues of the Foreign Language Speaker, a State newsletter, were prepared and distributed, along with teacher rosters. Teachers' manuals for all programs presented over channel 7 were prepared and distributed, and a special Foreign Language Curriculum Committee, during its 15 meetings of the year, completed work on the Foreign Language Guide which is to appear in September.

A number of experimental and pilot projects were undertaken. One senior and one junior high school are using Je Parle Français; a one-year experiment to extend the effectiveness of the language laboratory into the homes of students via regular telephone service was begun in June 1962; and pilot classes in Chinese and Japanese, initiated in the fall of 1961, will be continued with the addition of a beginning Japanese class in a junior high school. Level One Arabic for secondary school use appeared in hard cover form, and work started on the Level Two materials which are to appear in tentative form in fall 1962. The Supervisor arranged a summer study tour in Austria for 86 secondary school students and in France for 64 students to determine the degree to which students can learn a foreign language in an intensive course in the foreign country and how this experience stimulates interest and motivation in the regular program. Since 1958 foreign language enrollments in Utah secondary schools have increased threefold and the number of teachers 342 percent. Only a handful of third-year courses were given in 1958; now there are many and also from 8 to 10 fourth-year classes. The number of languages offered has gone from 4 to 9 during the same period of time.

Some 20 secondary schools are equipped with complete language laboratories, 11 percent of the total, with perhaps an additional 10 percent of the schools having some kind of equipment. Five out of the 20 installations are adequate for all the foreign language students enrolled. From 17 to 20 of the laboratories were secured as a direct result of NDEA.

Student performance has improved. In 1958 only 9 superior ribbons were won at the Brigham Young University Festival of Foreign Languages; in 1962, some 120 were awarded. Colleges have become more aware of the need for competent language teachers. Brigham Young University has conducted a non-NDEA summer institute for each of the last three summers and also an inservice teacher-training program by extension. Community support for foreign languages exceeds what can now be offered.

Certain types of equipment considered essential to program improvement by many persons in Utah are not now eligible for acquisition. An additional staff member at the State level is needed to assume responsibility for the bookkeeping details of Title III projects in the three fields, thus freeing the supervisors to give more services. Additional funds are required for holding workshops and hiring consultants at the secondary, and for supervisory and consultant services at the elementary school level.

VERMONT

The Foreign Language Consultant conducted and participated in 14 four-day regional workshops, all except one of which were held at secondary schools with language laboratories. The sessions, attended by an average of 25 teachers each, were designed for all levels of instruction and included demonstrations by the Consultant and the host language teacher, discussion periods, and individual conferences.

She gave a demonstration to a PTA group in a community interested in purchasing materials and laboratory equipment; attended the fall meeting of the Vermont Education Association, Foreign Language Section; the spring meeting of the Vermont Modern Foreign Language Teachers Association; and a five-day workshop on audio-visual aids in teaching modern foreign languages held at Middlebury College.

During the year 87 modern foreign language projects were approved, of which 69 were for secondary schools and 18 for elementary. In connection with acquisition projects, the Consultant visited 132 our of the 155 public school modern foreign language teachers and 46 of the 125 independent school teachers in Vermont. She had additional conferences on curriculum and purchase of materials and equipment with 48 public and

23 independent schools, and conferred with 78 of the 84 public school principals and 15 of the 25 independent school principals or headmasters. All superintendents were involved to some extent in the conferences, but 27 of them out of the 54 in the State requested attention to special problems.

The Consultant assisted in the evaluation of a public secondary school and of an elementary school language program and met with the State Advisory Committee on Modern Foreign Languages twice during the year, at which times the Committee members made several specific suggestions.

A newsletter, the Vermont FL Bulletin, was published and distributed from the State Department office, along with various bibliographies, source lists, guides, secondary school teacher rosters, FLES survey results, and materials from other sources. French for Secondary Schools in Vermont, an adaptation of the New York State guide, was prepared; the curriculum guides for German and Spanish were purchased from New York State and all three were distributed.

From 1960-61 to 1961-62 there was a 16 percent increase in the number of modern foreign language teachers in Vermont; secondary school enrollments have increased 54 percent since 1959-60 and enrollments in second year high school classes doubled, and those in third year classes have tripled since the beginning of NDEA.

FLES teacher certification requirements were approved and made a part of the State regulations. The State Board of Education will next consider the problem of proficiency among language teachers in the many small schools of the State.

Since so many Vermont schools are too small to have space for separate language laboratories, the use of tape recorders and other portable classroom equipment is common. There are 9 audio-active labs and one audio-passive lab in Vermont public secondary schools, or 12 percent of the total. Of these 4 are not adequate for effective use. Title III has assisted with language laboratories, but, more importantly, has brought the tape recorder into the majority of classrooms.

The number of small schools in Vermont (76 percent of the public secondary schools have enrollments of less than 400) and of the inadequate preparation of their language teachers constitute a major problem. Only a two-year sequence of study is offered in 52 percent of the secondary schools. The principal needs for implementing and evaluating Title III programs are the services of outside consultants for workshops and funds to pay them.

VIRGINIA

The Supervisor of Foreign Languages planned and organized a 6-week second-level and a 5-week first-level summer institute for 46 Virginia secondary school teachers of French and Spanish. Participants were reimbursed from State funds for the major part of their expenses. He and the Assistant Supervisor planned and presented a 2-day state foreign language conference for 265 teachers and administrators and a similar one-day conference for about 100 teachers and administrators. Two advisory committees of secondary-school teachers, foreign language coordinators and college personnel were used to help plan and carry out the two State conferences. They also participated as speakers, consultants, or discussion leaders at 3 local preschool conferences, 7 local inservice conferences, 4 district conferences of school administrators, 2 state conferences of administrators, 2 district meetings of professional language groups, and 4 state professional language group meetings.

They addressed two college language groups and worked with staff personnel in several colleges. The Supervisors served on a visiting committee to evaluate 4 high schools, assisted teachers with a pilot high school French project in Richmond, schools using new teaching materials experimentally, and teachers developing teaching guides.

All foreign language projects were evaluated for approval by the Supervisors who worked with local school personnel in project preparation and visited 110 public schools during the year for observation.

Teacher rosters were compiled and distributed, and a list of suggested books and materials was prepared for the State Library List.

Probably 15 percent of Virginia high schools are equipped with language laboratories. Many are fully equipped, but more than 50 percent of them are audio-active with a limited number of student recording positions. Many additional schools have some equipment. A few of the largest schools do not have adequate facilities. Almost all of the language laboratories in the State were obtained under Title III.

The Supervisors need more of both time and equipment for giving demonstrations to classroom teachers.

WASHINGTON

No report from foreign language supervisor.

WEST VIRGINIA

The Modern Foreign Language Specialist for West Virginia talked to about 180 persons on the place of MFLs in public schools, methods, and problems of articulation between junior and senior high schools at 3 county workshops. He worked with about 100 persons at 6 pre-school workshops devoted to various aspects of teaching methods, equipment, and materials. At 7 regional meetings for about 280 superintendents, he talked on the place of MFLs in public schools, and at 4 regional meetings for about 75 teachers he talked on the progress of MFL instruction in the State. He also talked to about 210 participants of 4 different college summer sessions on techniques, materials and equipment for teaching MFLs.

He helped plan county acquisition projects when requested to do so, and made visits to individual school systems and schools to discuss specific problems related to MFL teaching. Under his electronic classroom project, portable equipment for 36 audio-active positions was stationed at each of 6 high schools for a week at a time. The Specialist worked with classroom teachers on methods and techniques of an oral approach and on the effective use of equipment. Administrators and other teachers were invited to observe the classes and to remain for the discussions afterwards.

He made liaison visits to college MFL departments and worked with some of them on NDEA Summer Institute applications. Work was done on a curriculum guide during the year, and teacher rosters were compiled and distributed. Third-year classes were added in several schools; in 3 counties MFL classes are being started in Junior high schools on an almost county-wide basis; and a county-wide FLES program was established in one county, with programs begun in several other schools also. Most of the facilities in the estimated 10 percent of the schools equipped with full or partial language laboratories are adequate. FL teacher certification requirements are being reexamined.

The major problem is the lack of local matching funds for local supervisory services to make more effective the use of materials and equipment acquired. Eighty-five secondary schools in West Virginia, 28 percent, still offer no MFL. The State Department needs funds for a roving instructor to hold inservice classes in 4 or 5 centers each week for those teachers who are unable to attend NDEA Institutes.

WISCONSIN

A full-time supervisor of audio-visual services was added to the State staff in the middle of the year to serve primarily in the areas of science, mathematics, and modern foreign languages. In February 1962, because of the appearance of several newspaper articles critical of Title III, a questionnaire was prepared by the Title III Administrator and sent to all school administrators in the State asking for information on prices, quality, and delivery of equipment and materials; and favorable and unfavorable reactions to Title III programs. Tabulation of the returns showed that in general prices charged for equipment and materials were not excessive, and that the quality was about the same as in the pre-NDEA period. Schools were pleased with the effects of the program, but most administrators would like to see it extended to cover other areas of the curriculum.

The Supervisor of Modern Foreign Languages held one-day workshops in those geographic areas of the State where travel made weekly meetings prohibitive. Subjects treated were selection, care, and maintenance of language laboratory equipment, audio-lingual methodology, and evaluation of recorded materials. A large portion of his time was spent in visiting language classes and discussing the programs with teachers and administrators. He served as a consultant or speaker in many conferences and inservice training programs at local and state levels.

In cooperation with the University of Wisconsin NDEA Summer Institutes, a large display of books, language laboratory equipment and audio-visual materials was set up. It is used by the University for two months of the year during the Institutes and by the Department of Public Instruction, Title III for the remaining ten months. The display is visited by many groups of administrators and language people to examine and discuss equipment and materials. Two issues of the Voice of the Wisconsin Foreign Language Teacher were produced to answer specific questions about foreign language curriculums and laboratories: "Curriculum Trends Edition, 1962" and "NDEA Report on Language Laboratories and Teaching Methods." Language Laboratory Specifications was brought up to date and appended, teacher rosters for each foreign language prepared, and various announcements sent. A survey was made to obtain information for the first publication listed above.

Enrollments in grades K-8 have expanded from 7,000 to over 33,000 since 1959, and enrollments in grades 9-12 have grown from less than 27,000 to over 42,000 in the same time, a percentage increase from 14 to 20 percent of the public school pupils enrolled in those grades. Sixty-five schools listed third- and fourth-year classes in French, German, and Spanish, whereas few existed previously.

Public school language laboratories grew from two small units in 1959 to more than 80 full-scale installations.

The supply of qualified foreign language teachers in Wisconsin falls far short of the demand, especially in French and Spanish.

WYOMING

Not participating in Title III.

DISTRICT OF COLUMBIA

During the year 20 all-day orientation and training workshops were held for 27 FLES teachers. Some of the aspects covered were materials, teaching and testing techniques, and evaluation.

The Supervising Director of Foreign Languages served as a consultant at one conference and gave an address at another, and she and the Assistant Director attended national and regional conferences.

Equipment acquisition projects were personally planned by the Supervising Director; other items for acquisition were submitted for approval and reviewed by the two Staff members before approval. Together they made 150 supervisory visits to classes, not counting those made with a number of visiting observers and those in response to calls for assistance in the use of equipment. Both gave demonstrations of teaching techniques.

Teachers' guides for French in grades 3, 4, and 5 were prepared, revised, reproduced, and issued to FLES teachers. Reading materials were produced and distributed to grade 5 French and Spanish classes. Listening comprehension tests for FLES French and Spanish in grades 3 and 4 were given in spring 1962, and city-wide examinations in 5 languages administered to all second-year high school classes. Teacher applicants were screened and tested, and teacher evaluations made for other schools or agencies. The Supervising Director was on the staff of the Summer 1962 NDEA Institute at Pennsylvania State University.

Gains made in FLES may be measured in part by increases from 1961-62 enrollments of over 7,400 pupils being taught in 80 schools by 27 teachers to those of 1962-63 in which 9,000 or more pupils were taught by 36 teachers.

Eight high schools have full foreign language laboratories, and the other 4 have electronic classrooms; 13 of the junior high schools, 52 percent, are equipped with electronic classrooms. Schools now equipped seem adequate, but the remainder of the junior high schools should be equipped with electronic classrooms, and additional ones ought to be provided in 5 of the larger high schools, if and when money becomes available. Before NDEA 2 District of Columbia high schools had foreign language laboratories.

An unsolved problem is that of articulation between levels of instruction, particularly junior and senior high school foreign language programs. Additional funds are required for materials, and more staff, one additional Assistant Director and one clerk, to give the services needed and to take care of the paper work.

GUAM

As during the last two years, Guam had one person officially assigned to Title III and audio-visual programs.

His activities in the modern foreign language field included holding a conference on the possibility of introducing FLES programs. The group agreed that this step be postponed until such time as adequately trained personnel became available. A survey of the status of the modern foreign language program in secondary schools was conducted by questionnaires sent to the principals, and a poll made to determine how many pupils would be interested in studying a language other than Spanish, the only one now offered in Guam. Findings of the two studies will be used in curriculum planning.

A series of service bulletins on the three Title III fields was distributed to public schools, and they were encouraged to improve their supplementary reading material and audio-visual appropriations in these subject areas.

Texts being used in modern foreign language instruction are under study, so that more effective use can be made of the language laboratories. Equipment for one additional laboratory has been ordered for installation in time for the 1962-63 academic year.

Two of the major problems of Guam continue to be teacher recruitment and turnover. Because of its geographical isolation, Guam's only solution seems to be in extending adequate training to more local people.

PUERTO RICO

Since Puerto Rico's major need in the language area lies in instruction in English, which is not eligible to receive funds under Title III, efforts during the year were concentrated on French, the only other modern foreign language taught on the Island.

A part-time supervisor, on loan from the English Department, visited language laboratories in three cities and attended the

National Conference on Language Laboratories held at the University of Indiana. Equipment for two foreign language laboratories was ordered and is expected to be in operation in 1963-64. A supervisor will be appointed next year to take charge of the modern foreign language program.

VIRGIN ISLANDS

Two high school teachers who had attended an NDEA Institute helped other members of their departments use newer methods of teaching Spanish. During the year, a consultant from the University of Miami visited the three high schools and made recommendations for program improvement. At his suggestion, Spanish is now being offered in more high school classes.

A course of study will be developed in Spanish for grades 7-12 which will be a logical extension of the FLES program being planned for grades K-6. Introduction of French is also planned in all high schools, grades 9-12.

A language laboratory was functioning in each of the two large high schools during the year.

Professional consultants are difficult to recruit for Island duty, so reliance will be placed, as in the past, on personnel from Puerto Rico for in-service training programs, lectures, and workshops. An attempt will be made to appoint a supervisor in modern foreign languages.